

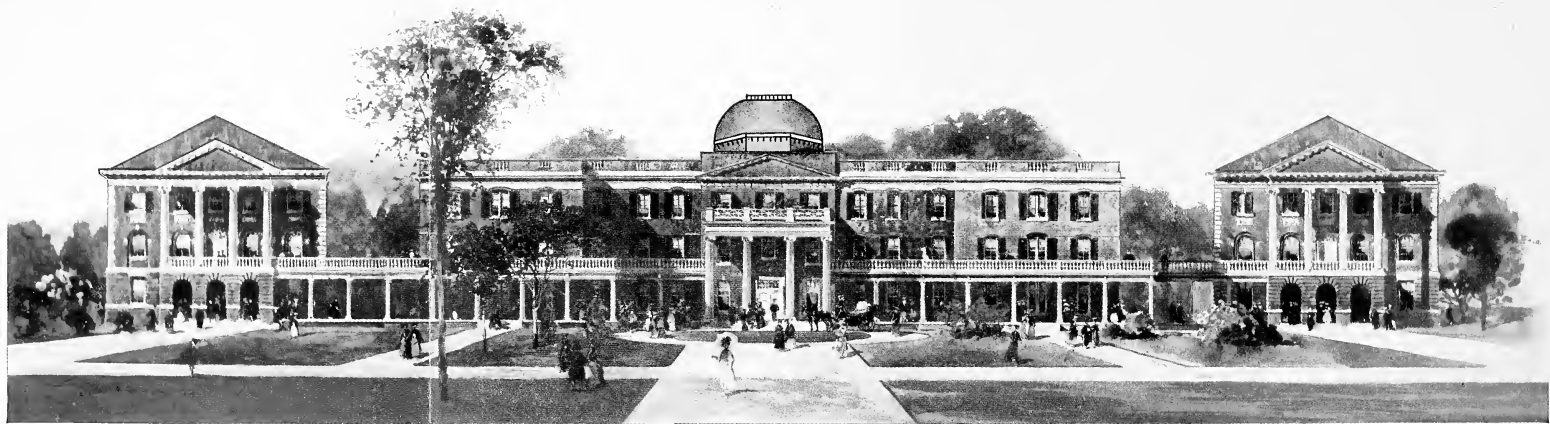
State Female Normal School

FARMVILLE, VIRGINIA

CATALOGUE

1907-1908

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State Female Normal School

Farmville, Virginia

TWENTY-FOURTH SESSION

1907-1908

ANNOUNCEMENTS

1908-1909

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LYNCHBURG, VA.

TABLE OF CONTENTS

	<i>Page.</i>
Calendar	5
Schedule of Entrance Examinations.....	5
Board of Trustees.....	6
Faculty	7
Domestic Department	10
 GENERAL INFORMATION:	
History of School.....	11
Purpose	12
Location	12
Buildings	13
Discipline	14
Religious Life of the School.....	15
Y. W. C. A.....	15
Literary Societies.....	16
The Virginia Normal League.....	17
Cunningham Memorial Fund.....	18
Library and Reading Room.....	19
State Scholarships.....	20
Expenses	21
Entrance Requirements and Classification.....	22
Diplomas	25
Record of Students.....	26
 COURSE OF STUDY:	
Review Year in Public School Branches.....	27
Academic Course	27
Professional Course I.....	29
Professional Course II.....	30
Kindergarten Course	31
Elementary Course.....	31
 DEPARTMENTS OF INSTRUCTION:	
Department of English	34
Department of Literature and Reading.....	39
Department of Mathematics	44
Department of History and Social Sciences.....	49
Department of Geography and Nature Study.....	54
Department of Physics and Chemistry.....	58

	<i>Page.</i>
Department of Biology	60
Department of Latin	64
Department of Modern Languages.....	66
Department of Manual Arts.....	69
Manual Training	69
Drawing	72
Department of Music	75
Department of Psychology and Education.....	77
Kindergarten Department.....	83
Department of Physical Education.....	87
<i>Special Courses:</i>	
Primary Methods	88
Library Methods.....	89
Writing and Methods.....	89
 TRAINING SCHOOL DEPARTMENT:	
General Statement.....	90
Organization	91
Juvenile Library	92
Expenses	92
 <i>Course by Departments:</i>	
English	93
Literature	99
Reading	102
Arithmetic	104
History	108
Geography	111
Elementary Science	114
Manual Training.....	116
Drawing	117
Music	119
Writing	121
Physical Training.....	122
List of Students.....	123
Recapitulation	141
Alumnæ	142

CALENDAR

1908

September 9 and 10—Entrance Examinations. (See note below.)

September 9—Opening of XXV Session.

December—Christmas holiday.

1909

January 25—Winter Term ends.

January 26—Spring Term begins.

June 9—Close of Session.

NOTE.—The Dormitory will not be open for boarders until Tuesday, September 8. All *new students* are required to come on that day, so as to be in place for the *Entrance Examinations* on the morning of the 9th. All *former students* should also come that day, so that the schedule committee may wait upon them *before* Friday. All *Seniors* who expect to teach in the training school *must* report to the Director of the Training School *not later* than the 9th.

Dormitory room will not be reserved for students later than Thursday, September 10th, except in cases of special arrangement.

SCHEDULE OF ENTRANCE EXAMINATIONS

Wednesday, September 9.—Room E.

9 o'clock.—Arithmetic.

11 o'clock.—Grammar.

2 o'clock.—Geography.

4 o'clock.—United States History.

Thursday, September 10.—Room E. The above schedule repeated.

Thursday, September 10.—Room D.

9 o'clock.—Spelling.

10 o'clock.—Reading.

Friday, September 11.—Room E.

9 o'clock.—Algebra.

11 o'clock.—Latin.

2 o'clock.—General History.

4 o'clock.—English.

Friday, September 11.—Room D.

9 o'clock.—Spelling.

10 o'clock.—Reading.

NOTE.—Examinations will not be given after these dates except for the most urgent reasons.

STATE FEMALE NORMAL SCHOOL

1908

BOARD OF TRUSTEES

Term expires in 1908.

HON. ROBERT TURNBULL.....	Lawrenceville.
REV. JAMES NELSON, D. D.....	Richmond.
J. S. WARE.....	Berryville.
HON. C. HARDING WALKER.....	Heathsville.
DR. W. E. ANDERSON.....	Farmville.
E. W. TWYMAN.....	Twyman's Mills.

Term expires in 1910.

PROF. GEORGE W. WALKER.....	Blacksburg.
C. W. ROBINSON.....	Newport News.
HON. H. C. T. RICHMOND.....	Ewing.
REV. T. S. WILSON.....	New's Ferry
DR. BRUCE R. PAYNE.....	University of Va.
R. J. NOELL.....	Radford.
J. B. BOTTS.....	Roanoke.
HON. J. D. EGGLESTON, Supt. Public Instruction.....	(<i>ex-officio</i>)

OFFICERS OF BOARD.

HON. ROBERT TURNBULL, *President.*

JUDGE A. D. WATKINS, Farmville, *Secretary and Treasurer.*

STANDING COMMITTEES

EXECUTIVE COMMITTEE.

MESSRS. TURNBULL, NELSON, EGGLESTON, C. H. WALKER, ANDERSON AND
WARE.

COMMITTEE ON INSTRUCTION.

MESSRS. NELSON, EGGLESTON, C. H. WALKER, WILSON
AND PAYNE.

COMMITTEE ON GROUNDS AND BUILDINGS.

MESSRS. G. W. WALKER, RICHMOND, NOELL, TWYMAN AND
PAYNE.

COMMITTEE ON FINANCE.

MESSRS. WARE, ROBINSON, ANDERSON, WILSON AND BOTTS.

FACULTY

J. L. JARMAN, B. A., LL. D., *President*,

B. A. Emory and Henry College; University of Virginia, 1886-1889; LL. D. Hampden-Sidney College.

ELMER E. JONES, B. A., M. A., Ph. D.,

Psychology and Education and Director of Training School.

B. A. Monmouth College; M. A. University of Colorado; Ph. D. Columbia University.

J. FRANKLIN MESSENGER, B. A., M. A., Ph. D.,

Associate in Psychology and Education.

B. A. University of Kansas; M. A. Harvard University; Ph. D. Columbia University.

J. CHESTER MATTOON,

Manual Training.

Graduate Baltimore Polytechnic Institute, and Maryland Institute Schools of Art and Design.

F. A. MILLIDGE, B. A., M. A., Ph. D.

Geography and Nature Study.

B. A. University of New Brunswick, Canada; M. A. University of New Brunswick, Canada; Ph. D. Leipsic University; Student at Normal School, New Brunswick, 1878-1879; Summer Course at Cook County Normal School, 1892, 1893; Chautauqua Science Course, 1893; University of Chicago, 1894, 1895; Summer Course University of Chicago, 1894, 1895; University of New Brunswick, 1896.

LEE BIDGOOD, B. A., M. A.,

History and Social Sciences.

B. A. University of Virginia, 1905; M. A. University of Virginia, 1906.

MARTHA W. COULLING,

Drawing and Form.

L. I. Peabody Normal College, 1887; Student in Teachers College, N. Y., 1895-1896 and 1904-1905.

MINNIE V. RICE,

Latin.

Graduate Farmville College, 1880.

ESTELLE SMITHEY,

French and German.

Graduate in Modern Languages, Randolph-Macon College, 1895; Diploma of L'Alliance Française, Paris, 1899; Student at the Sorbonne, Paris, 1904-1905.

LULA OCILLEE ANDREWS,

English Language.

L. I. Peabody Normal College, Nashville, 1892.

LULIE G. WINSTON, B. S.,

Chemistry and Physics.

B. S. Richmond College; Summer Courses in Chemistry and Physics Harvard University, 1903, 1906.

LILA LONDON,

Mathematics.

Graduate Public High School, Roanoke, Va.; Special Student in Mathematics Summer School, Charlottesville, Va., and Knoxville, Tenn.

LAETITIA MORRIS SNOW, A. B., Ph. D.,

Biology.

A. B. Woman's College, Baltimore, 1895; Ph. D. University of Chicago, 1904.

*MARIE LOUISE WHITING,

Literature and Reading.

Graduate Montgomery Female College; Summer Course at Knoxville, Tenn., and under Dr. Clark at Chautauqua, 1905.

EVA MINOR,

Sight Singing.

Graduate in Piano, Voice and Sight Singing, Greensboro Female College, Greensboro, N. C.; Summer Course (Voice), Dr. Wheeler Wilson, New York, 1891.; Summer Course (Piano, Voice, Sight Singing and Choral Work), under Wm. H. Sherwood, Dr. Wilson, and Dr. Leason, Chautauqua, N. Y., 1900.

LYDIA OVERALL, B. S.,

Director of Physical Training.

B. S. Clinton College; Graduate of Posse Normal School of Gymnastics, Boston; Summer Course Harvard University, 1907.

NATALIE LANCASTER,

Assistant in Mathematics.

Graduate State Female Normal School, Farmville, Va., 1900.

HELEN BLACKISTON,

Assistant in Mathematics and Geography.

Graduate State Female Normal School, Farmville, Va., 1902; Student Cornell Summer School, 1905.

ELOISE AMBLER HARRISON,

Assistant in Mathematics.

L. I. Peabody College for Teachers, 1902; Student in University of Nashville, 1903; Summer Course Cornell University, 1906.

ELSIE LINDSAY GWYN,

Assistant in Literature and Reading, Acting Head of Department.

Graduate State Normal College, Greensboro, N. C.; Student at Cornell, 1906-1907.

CARRIE SUTHERLIN,

Assistant in English.

Graduate State Female Normal School, Farmville, Va., 1904.

MARY CLAY HINER,

Assistant in English.

Graduate State Female Normal School, Farmville, Va., 1904.

HANNAH FENNEL CRAWLEY,

Assistant in History and Reading.

Graduate Danville College, Danville, Va.; Student at University of North Carolina, at Cornell University, and under Dr. Clark at Chautauqua.

*On leave of absence.

WORTHY JOHNSON,

Assistant in Manual Training, and Acting Teacher of Domestic Science.

L. I. State Normal School, Athens, Ga., 1902; Student of University Summer School, Athens, Ga., 1903, 1904, 1905; Students at Teachers College, N. Y., 1906-1907 and Summer, 1907.

VIRGINIA BUGG,

Assistant in History.

IDA MILLER HOWARD,

Assistant in History.

Graduate State Female Normal School, Farmville, Va., 1900; Student at Columbia Summer School, 1905; Student at Teachers College, 1906, 1907.

MARTHA W. COULLING, *Secretary of Faculty.*

JENNIE M. TABB, *Secretary to the President and Registrar.*

ALICE B. DUGGER, *Librarian.*

MAUD K. TALIAFERRO, *Assistant Librarian.*

IRMA PHILLIPS, *Student-Assistant in Library.*

BLANCHE M. GENTRY, *Student-Assistant in Biological Laboratory.*

RUTH REDD, *Student-Assistant in Gymnasium.*

TRAINING SCHOOL

ELMER E. JONES, B. A., M. A., Ph. D., *Director.*

MARY ST. CLAIR WOODRUFF, L. I., B. L.,

Principal of Training School, and Supervisor of Seventh and Eighth Grades.

L. I. Peabody Normal College, Nashville, Tenn., 1894; B. L. University of Nashville, 1895.

MARGARET WINIFRED HALIBURTON,

Supervisor of First and Second Grades.

Graduate Greensboro Female College; Student at Teachers College, New York; Principal of Training School, State Normal School, Greensboro, N. C.; Instructor in Primary Methods in Summer School of the South, 1902, 1904, 1905; Author Graded Classics.

FANNIE WYCHE DUNN, L. I.,

Supervisor of Third and Fourth Grades.

Graduate Public High School, Petersburg, Va.; Student for one year at John B. Stetson University, DeLand, Fla.; L. I. Peabody Normal College, Nashville, Tenn.

MARY D. PIERCE, L. I., B. A.,

Supervisor of Fifth and Sixth Grades.

L. I. Peabody Normal College, Nashville, Tenn.; B. A. University of Nashville; Student at University of Chicago.

KINDERGARTEN

MARY V. BLANDY,

Graduate Lucy Wheelock Kindergarten Training School, Boston, Mass.

STANDING COMMITTEES

Committee on Schedule of Recitations.—Miss Andrews, Miss Coulling, and Mr. Mattoon.

Committee on Course of Study.—Miss Andrews, Miss Snow, Miss Whiting, Miss London, Dr. Messenger, Dr. Millidge, and Mr. Bidgood.

Committee on Classification.—Miss Rice, Miss Smithey, and Miss London.

Committee on Training School Course of Study.—Dr. Jones, Mr. Bidgood, Miss Woodruff, Miss Dunn, and Miss London.

Committee on Entertainments.—Miss Coulling, Miss Minor, Miss Overall, and Miss Harrison.

Committee for Editing Catalogue.—Miss London, Miss Dunn, and Mr. Bidgood.

Committee on Annual.—Miss Andrews, Miss Coulling, Miss Winston, Mr. Mattoon, and Dr. Messenger.

Chapel Seating Committee.—Mr. Mattoon, Miss Coulling, Miss Andrews, and Miss Overall.

DOMESTIC DEPARTMENT

MISS A. M. FAUNTLEROY,
Head of the Home.

MISS MARY WHITE COX,
Assistant Head of the Home.

MRS. PATTIE F. THACKSON	} <i>Assistants in Home Department</i>
MISS SUSIE E. ALLEN,	

MISS EUGENIA READER, *Student-Assistant in Home Department.*

MRS. BESSIE CAMPBELL JAMISON,
Housekeeper.

MISS LOGAN CARY,
Night Matron.

MISS MARGARET LEIGH WATKINS,
Trained Nurse.

MRS. SALLIE E. NEWBY,
Supervisor of Laundry.

MR. B. M. COX,
Business Manager.

DR. PETER WINSTON,
Attending Physician.

GENERAL INFORMATION

HISTORY OF THE SCHOOL.

It was not until about thirty years ago that the public mind in Virginia came to connect the stableness of free institutions with the intelligence of the people, and to see that general education is the basis of general thrift. The first Legislature to assemble after the adoption of the *post-bellum* Constitution established (July 11, 1870) a system of public free schools. For a dozen years or more the conduct of these schools was entrusted to such teaching force as was found ready at hand. In this experimental period nothing was more fully demonstrated than that, if the returns were to be in any wise commensurate with the cost and the high mission of the system, some provision must be made for a reliable source of supply of teachers fitted by education and training for their work. To meet this demand the Legislature, in March, 1884, passed an act establishing the *State Female Normal School*. In October of the same year the work of the school was begun, buildings long in use for school purposes having been procured in the town of Farmville.

One hundred and ten students were enrolled the first session. From the outset the school has steadily grown, making necessary, from time to time, the enlargement of its accommodations.

The school is supported by funds from the following sources: *The State Appropriation*, and *Tuition Fees*, paid by Virginia students in excess of the number who receive free tuition, and by students from other States.

During the twenty-four years of its existence the school has sent out over seven hundred graduates, nearly all of whom are, or have been, teachers of the public schools in the State. There have been over two thousand matriculates. Of these, a large number (besides those who have graduated) have carried to the different sections of the State some knowledge of the methods and aims of the school. There is hardly a county or city in the State where one of its graduates may not be found, and no section where its influence has not been felt.

PURPOSE.

The State Female Normal School exists as a technical institution for the training of teachers to carry on the work of popular education in the State of Virginia. The central idea in the school is to inspire young women to enter the profession of teaching with clear and accurate ideas of the various educational problems that confront the public school teacher.

It is no longer deemed adequate that a teacher be proficient in subject matter only; professional training must be added. Hence, even in the academic work of the school, the professional idea is emphasized. Incidental instruction in methods is everywhere given in connection with the presentation of subject matter. Courses in psychology are given to throw light on the laws of mental development, that these may not be violated in the training of youth. Courses in the history of education give the teacher the evolution of the educational ideals of the present day, and bring her face to face with the educators and teachers of all ages, together with their methods and systems. Courses in school management are designed to help the teacher in the organization and conducting of a school upon sound pedagogical principles. Actual teaching in our Training School under the guidance and criticism of special supervisors gives to the State a body of teachers specially trained for their profession. Every department in the institution lends its assistance to the department of education in inspiring the young teachers with the loftiest ideals of what the true teacher should be, and what sort of service should be given the State.

Thus, it becomes apparent that the purpose of the institution is to give to the teachers of the State of Virginia the highest professional skill possible in the training of her future citizens.

LOCATION.

Farmville is a healthful and pleasant town of about three thousand inhabitants. It is one of the chief tobacco marts of Virginia, having a large export trade. Hampden-Sidney College is near by, and the social life of the town has the advantages that have come of over a hundred years of wholesome college

influence. It has good schools and five churches—Baptist, Episcopal, Methodist, Presbyterian, and German Lutheran. Its location at the junction of the Tidewater and Western Railroad with the Norfolk and Western, about midway between Lynchburg and Petersburg, puts it in communication with all parts of the State.

BUILDINGS.

The old building in which the school started has been added to and replaced, until practically nothing of the original remains. The present plant is a three-story brick structure, consisting of the Main Building, East Wing, Middle East Wing, West Wing, Middle West Wing, South (or Dining Room) Wing, and the Science Hall, which is the only detached building.

The school now contains an auditorium, with seating capacity for seven hundred and thirty; a reception hall, parlors, students' sitting room, a library of five thousand volumes, reading room, eighteen class rooms, chemical, biological, and geographical laboratories, manual training workshop, gymnasium, ten class rooms for the training school and kindergarten, six offices, and home accommodations for four hundred students.

Throughout the building provision is made for comfort and convenience by an ample equipment of bathrooms, electric lights, gas for laundry and laboratories, and steam for both power and heating. The dormitories are attractively furnished and provided with white iron beds.

There is also a well furnished infirmary, thoroughly sanitary in its appointments and presided over by a trained nurse.

A WORD TO DIVISION SUPERINTENDENTS.

The Normal School is supported by the State in order that, through the agency of trained teachers, the large annual appropriation for public schools may be made productive of the best results in promoting the intelligence and prosperity of the people.

All parts of the State must contribute alike to the support of the school; they should all share alike in its benefits. The extent to which this is realized depends largely upon Division Superintendents of Education. The co-operation of every Superintendent

is earnestly desired in securing for every county its just representation. In no way can you render better service to the young women of your Division, or more reasonably hope to equip your schools with the kind of teachers essential to their highest efficiency, than by urging them to attend this school, taking care at the same time to recommend only such applicants as come up fully to the requirements.

Do not hesitate to call upon the President of the school for any service he can render. If you want a good teacher, write to him; he may be able to supply your wants exactly. (See page 18.)

DISCIPLINE.

In the conduct of a school for young women about to assume the responsibilities of a serious and dignified profession like teaching, there is little occasion for arbitrary, iron-clad discipline. Beyond the expectation that the life of our students shall conform to the requirements of promptness and fidelity to duty, and exhibit that gentle demeanor and considerate regard for others which characterize refined womanhood, we have few fixed rules. This does not mean, however, that the girls are absolutely without restrictions, with the opportunity to turn freedom into license. It is the sole duty of the able head of the home and her faithful assistants to keep in close contact with the daily life and conduct of pupils, to know where they are and what they are doing, and to provide suitable chaperonage whenever necessary. When there appears occasion for admonition and reproof, they are faithfully given. If the pupil is found to be falling off in her studies, neglecting duty, or exerting an unwholesome influence, prompt steps are taken for her amendment. A young woman who does not show some disposition to conform to high standards can hardly be considered good material for a teacher; so, if one is found unresponsive to patient endeavors to bring her to the line of duty, her connection with the school is quietly severed by virtue of the following order of the trustees: "If, in the judgment of the President, it shall at any time appear that a student is not making proper use of the advantages which the State offers in the State Female Normal

School, or that her influence is in any way prejudicial to the interests of the institution, or of her fellow-students, it shall be his duty to declare her place vacant."

We seek by all means to lead our students to choose the right; we recoil from any attempt to force their choice. The results of the system are wholly satisfactory.

RELIGIOUS LIFE OF THE SCHOOL.

While a State institution, and hence not under denominational influence, the importance of a life higher than the intellectual is fully realized, and the religious interests of the students are a matter of constant and prayerful concern. School is opened every morning with the reading of the Scriptures, a hymn, and prayer. The ministers of the several denominations of the town take part in conducting these services.

The members of the faculty, at the beginning of each term, obtain lists of students of their respective denominations, and see that each one is invited to the church and Sunday-school which she is in the habit of attending at home. There are several teachers belonging to each of the religious denominations represented in Farmville, and our students are cordially welcomed at whatever church they may attend. Attendance on church services is not compulsory, but its regular observance is urged upon the students as a sacred duty.

The school endeavors to maintain high moral and Christian standards, and to create an atmosphere of earnestness; for it is esteemed to be not the least important mission of the institution to send out young women equipped with a steady purpose to perform well and faithfully the duties that lie before them—a holy purpose to make most of themselves that they may do most for others.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION.

The object of the association is the development of Christian character in its members, and the prosecution of active Christian work, particularly among the young women of the institution.

OFFICERS.

Josie Kelly.....	President
Gladys Bell.....	Vice-President
Alice Carter.....	Secretary
Florence Clayton.....	Corresponding Secretary
Lula Sutherlin.....	Treasurer

The Membership Committee presents the object of the association and urges all young women of the institution to unite with it.

The Devotional Committee provides programs for the regular devotional meetings held in the auditorium every Saturday afternoon at five o'clock. All students and faculty members are cordially invited to attend these meetings.

The Committee on Bible Study arranges for the Bible Classes, and seeks to enlist every student in some form of Bible study. The classes are led by active association members.

A course in Mission Study is open to all students, and appeals for its membership come from the Missionary Committee. Missionary meetings are held in the auditorium once a month.

Very short prayer meetings are held by the students every Wednesday night, at half-past nine o'clock.

A morning prayer circle is held daily, at 7.15 o'clock.

The members of the Y. W. C. A.—the “White Ribbon Girls”—show every courtesy to the new student as she adjusts herself to the new and bewildering routine of school life.

In the Y. W. C. A. room students will find books and magazines, and are welcomed at any time.

Every effort is being put forth to raise the necessary money for a building. Any contribution to this fund from old students, or friends of the institution, will be gladly received.

LITERARY SOCIETIES.

Two societies—the Argus Literary Society and the Cunningham Literary Society—have for several years formed an important adjunct to the social life of the school and given a strong incentive to literary work and study.

The object of these societies is to promote a real interest in

literature; to arouse and encourage social instincts; to develop and exercise individual talent; and to afford practice in organization, parliamentary usage, and criticism.

The members are chosen by the societies from any class above the First Year, and each society endeavors to secure the ablest girls for membership. Meetings are held every two weeks throughout the year, and a spirit of friendly rivalry is shown in the effort to offer interesting programs. Each society chooses some special period of literature or group of writers to be studied during the year, and this study forms the basis of the literary programs. Besides these programs, spirited debates are held at regular intervals. These develop the power of argument and of clear, forceful thinking. In addition to these, special meetings are planned which give an added variety. These programs are in a lighter vein, and afford an opportunity for the exercise and encouragement of musical and histrionic talent.

THE VIRGINIA NORMAL LEAGUE.

The objects of this league are twofold:

First, to found and maintain an aid fund for those students who would otherwise be unable to attend school.

Second, to conduct a free educational bureau for our students.

OFFICERS.

Miss M. W. Coulling.....	President
Miss L. M. Snow.....	Vice-President
Miss Wirt Davidson.....	Secretary
Miss Edith Rogers.....	Treasurer

EDUCATIONAL BUREAU COMMITTEE.

Dr. J. L. Jarman.....	Chairman
-----------------------	----------

AID FUND COMMITTEE.

Miss M. V. Rice.....	Chairman
----------------------	----------

FINANCE COMMITTEE.

Miss Lula Andrews.....	Chairman
------------------------	----------

The Aid Fund is maintained by voluntary contributions from outside sources, and by the annual fees of members of the association. Its aim is to help by loans, without interest, worthy young women who wish to prepare for effective service as teachers, eight of whom have received such aid during the past year. It offers a good opportunity to all who are willing to extend a helping hand to coming generations, as well as this. There is no better place to invest money, with this view, than in the brain of an earnest, honest young woman. The committee will gratefully receive, and faithfully use, any contribution, large or small, that may be sent.

The EDUCATION BUREAU seeks to serve as a free medium of communication between teachers trained and approved by the school, and persons who wish to employ teachers of this sort. It engages to recommend only such as are believed to be thoroughly qualified for the work contemplated, and in all respects trustworthy. County superintendents, school trustees, and others desiring good teachers, will do well to apply to the Bureau. Full information will be furnished gratis.

The Education Bureau will be glad to hear from former students of the school. Tell us where you are, and what you are doing. Please bring the Bureau, as far as you can, to the knowledge of the public, especially those interested in employing teachers, and inform us of vacancies whenever you can. We beg you also to take the lead in organizing auxiliary societies in your counties. Circulars of information as to these will be sent on application. Address, VIRGINIA NORMAL LEAGUE, Farmville, Virginia.

CUNNINGHAM MEMORIAL FUND.

The Alumnae of the school who graduated during the administration of Dr. John A. Cunningham, from 1886 to 1896, have raised a fund, intending to establish a scholarship in memory of his faithful and loving service to them and to the State; feeling that the most fitting tribute that could be paid him would be the effort to give to those who are unable to obtain it for themselves the training for the work to which he devoted his life.

When this fund amounted to \$1,000 it was decided that instead

of letting it lie idle until it reached a sufficient sum to endow the scholarship, it should be placed in the hands of the President of the School, to be loaned, at five per cent. interest, to worthy students who could not pay their own expenses. Thus, it is bearing fruit even before the scholarship is established, and proving of great assistance to some of our best students.

Those wishing to obtain a loan from this fund should apply to President Jarman.

LIBRARY AND READING ROOM.

LIBRARY.

The students are supplied with collateral reading and reference work from a library of over five thousand volumes, completely classified, to which additions are constantly being made. During the past year one hundred and seventy-one volumes have been added. The library contains general reference books, such as encyclopædias, dictionaries, atlases, etc.; books relating to all departments in the academic course, Literature, English, Pedagogy, Psychology, History, Geography, Geology, Botany, Chemistry, Physics, Zoölogy, Mathematics, Domestic Science, Gymnastics, French, German, Latin, Music, and Drawing; also government documents, in which the students find valuable information; and about four hundred and fifty volumes of fiction.

Library hours, on school days, are from 9 A. M. to 9 P. M., with the exception of meal hours and the recreation period; on Saturdays from 9 A. M. to 12 M., during which time the students have free access to the shelves, and do much supplementary reading. For reference work that requires time and thought, books may be taken from the library. Books of fiction may be taken from the library for the space of ten days, and may then be renewed. It is the object of the library to furnish the students with the standard works in all academic departments and to give them material for research, making it a literary workshop.

READING ROOM.

In connection with the library is a reading room, where the daily papers of the State are on file, together with the following

educational, scientific, literary, and popular magazines and pamphlets of the day:

Educational Literature: American Education, American Journal of Psychology, Art et Decoration, Country Life in America, The Craftsman, Education, Educational Review, Electric Journal, Elementary School Teacher, House Beautiful, Illustrated London News, International Studio, Journal of Pedagogy, Journal of Philosophy, Psychology and Scientific Methods, Kindergarten Magazine, Kindergarten Review, Manual Training Magazine, Mind and Body, The Musician, National Geographic Magazine, Nature Study Review, New York Teacher's Monographs, Normal Instructor, Pedagogical Seminary, Primary Education, Primary Plans, Printing Art, Progressive Teacher, Psychological Bulletin, Psychological Review, Public Libraries, School Arts Book, School Review, School Science and Mathematics, Sewanee Review, Southern Educational Review, Teacher's College Record, Teacher's Magazine, Virginia School Journal.

General Literature: Atlantic Monthly, Bookman, Century, Current Literature, Delineator, Forum, Harper's Bazaar, Harper's Monthly, Harper's Weekly, Independent, Ladies' Home Journal, Life, Literary Digest, McClure's, Nation, North American Review, Outlook, Pictorial Review, Popular Science Monthly, Puck, Putnam's, Review of Reviews, St. Nicholas, Scrap Book, Saturday Evening Post, Scribner's, Travel Magazine, Woman's Home Companion, World's Work, Youth's Companion.

STATE SCHOLARSHIPS.

Any young lady desiring an appointment as State student should apply to the President for application blank. This blank, when filled out and signed by the Division Superintendent, should be returned to the President. If the application is favorably considered, the applicant will be notified of her appointment. Every State student is required to sign a pledge that she will teach in the public schools of Virginia for at least two years after leaving the Normal School. While thus teaching she receives pay for her services as any other teacher.

Upon the expiration of this period she is required to send to

the President a statement, signed by a Division Superintendent, to the effect that she has fulfilled this pledge; or make to him a satisfactory explanation of her failure to do so. Otherwise, she will receive a bill for her tuition.

All students applying for State scholarships must be at least fifteen years of age, of good moral character and sound health.

Young women from Virginia, not appointed as State students, and applicants from other States, are admitted as pay students; the charge for tuition being \$30.00 per session.

EXPENSES.

A registration fee, payable in advance, for entire session \$5.00, for spring term \$3.00. Public school teachers entering in April are charged no registration fee.

Board, including lights, fuel, towels, bedding, washing, physician's attendance, *everything*—per month, payable in advance, \$14.00.

Tuition for pay students, for the half-session, payable in advance, \$15.00.

The total expense per session for a State student, as shown above, is \$131.00; for a pay student, \$161.00.

N. B.—Checks for board or tuition should *not* be made payable to the President, but to the student herself.

All moneys due the school should be paid to Mr. B. M. Cox, Business Manager, and receipts taken therefor.

No account is taken of absence under a month.

Registration fees should be paid to Mr. Cox as soon as possible after arrival at school, as no student is enrolled in her classes until she can show a receipt for this fee.

No diploma or certificate is granted to anyone until all sums due the school are paid; nor are students at liberty to occupy the rooms previously assigned to them until they have made the advance payment.

Each student must supply her own text-books. Books will be furnished at publisher's prices, with cost of handling added.

All communications of inquiry, requests for catalogues, etc., should be made to the President.

In writing, always give your county as well as postoffice. The school has to do with counties and cities, not postoffices. If you wish your letter to receive prompt attention, give your county, even though you live in a town.

Students desiring rooms in the dormitories must make application during the summer for Dormitory Blank; fill in this blank and mail to Head of the Home, State Female Normal School, Farmville, Va. This blank should *not* be addressed to any member of the Home Department. If so addressed it will not reach the office nor be filed for the Head of the Home.

Rooms will *not* be held for students later than the night of Thursday, September 10th; except in cases of special arrangement. In applying for this blank, send stamped, self-addressed envelope.

With your Dormitory Blank will be sent a trunk-tag. Do not give your check to anyone at the station on arrival at Farmville, but keep it until you reach the school and give it to Mr. Cox.

Each student is allowed a reasonable number of articles in the laundry each week, but elaborately trimmed garments are not received.

The Dormitory accommodates four hundred students. For applicants in excess of this number board is obtained in private families at prices about equal to those given above. No student, however, is allowed to board outside of the building without the consent of the President.

ENTRANCE REQUIREMENTS AND CLASSIFICATION.

The course of study (see page 27) is arranged by terms, the A classes being offered in the fall and the B classes in the spring term. With some exceptions in the mathematics department, the work of the fall term is not repeated in the spring term. Hence it is much better for students to enter in September than in February.

In classifying pupils, the aim is to make their classification as nearly regular as possible, yet the graded system is not strictly adhered to.

The following are the general regulations governing entrance and classification:

1. Graduates of approved high schools are admitted to Professional Course II. (see page 30), those from four-year high schools to receive the full diploma upon the completion of this course, and those from three-year high schools the professional diploma. Graduates of three-year high schools wishing the full diploma are required to take one year of academic work before entering upon Professional Course II. The work of this year is to be selected by the committee on classification to fit the case in question. Graduates from approved four-year high schools may be admitted to the Kindergarten Course. Those from three-year high schools wishing to take this course are required to take one year of academic work before entering upon the Kindergarten Course. The work of this year is to be selected by the committee on classification, with special reference to the Kindergarten Course.

Let it be distinctly understood, however, that all applicants for the Kindergarten Course *must* meet the musical requirements (see Kindergarten Diploma, page 25). Graduates from either the three- or four-year high schools may, if they wish, take the professional year of the Elementary Course and receive the certificate.

2. Students coming from approved high schools *before graduating* are fitted into the Academic Course or into the Elementary Course as they may prefer.

3. Students coming from colleges, academies, or private schools, having done the equivalent of high school work, are admitted upon trial, subject to the same conditions as high school graduates. Those not having done the equivalent of high school work are fitted into the Academic Course, or into the Elementary Course, as they may prefer.

4. Pupils having completed the work of a good graded school are admitted to the first year of the Academic Course. (See page 27.)

5. All students not classified as mentioned above are required to take entrance examinations for the first year of the Academic

Course. These examinations will presuppose a good grammar school knowledge of the following subjects: Grammar, Geography, Arithmetic, United States History, Reading, and Spelling. Those failing to pass these examinations will be required to take the Review Course in Public School Branches.

6. All candidates for entrance above the first year of the Academic Course are *urged* to bring with them their diplomas or certificates of proficiency, together with a *catalogue* or *course of study* of the school from which they come, as well as testimonials from their teachers. If these prove satisfactory to the committee on classification, their holders will be admitted to the proper classes without examination, otherwise they must be examined upon all subjects below the class for which they are applying. All classification based upon certificates and diplomas from other schools is conditional. If at any time the student shows inability to do the work of any class to which she has been thus admitted, she will be assigned to a lower class at the discretion of the teacher of that department, and the committee on classification will be notified to this effect.

7. Teachers of public schools are admitted without examination on a basis of their licenses, and without tuition fees.

8. In the professional years, because of the strictly technical nature of the work, no credit is given for courses completed at other institutions.

9. Under no circumstances will examinations be sent out to applicants to be taken at home. All examinations must be taken after reaching school, and new students are required to report for this purpose on September 9th. Do not report later than this, except for the most urgent reasons.

10. Students who re-enter school after an absence of a year or more will be admitted without examination, but they will be expected to conform to the requirements of the later catalogue—not of that under which they first entered.

11. Students other than those within *one year* of the Professional Courses will be required to follow the Course of Study as outlined in the present catalogue.

DIPLOMAS.

Three diplomas and a certificate are offered: The Full Diploma, The Professional Diploma, The Kindergarten Diploma, and the Certificate.

1. *The Full Diploma*: This diploma is given upon the completion of either of the Professional Courses (see pages 29 and 30), provided the student has had as foundation for her professional work any one of the following: the four years of the Academic Course (see page 27); a diploma from an approved *four* year high school, or its equivalent; or a diploma from an approved *three* year high school, with one additional year of academic work done in this school.

The Full Diploma entitles the holder to a Collegiate Certificate, given by The State Board of Examiners and Inspectors. This certificate continues in force for ten years and may be renewed for ten years.

2. *The Professional Diploma*: This diploma is given upon the completion of either of the Professional Courses (see pages 29 and 30), based upon either of the following: the first three years of the Academic Course (see page 27); or a diploma from an approved *three* year high school or its equivalent.

The Professional Diploma entitles the holder to a Professional Certificate, given by The State Board of Examiners and Inspectors. This certificate continues in force for seven years and may be renewed for seven years.

3. *The Kindergarten Diploma*: This diploma is given upon completion of the Kindergarten Course (see page 31). This course requires as foundation: the four years of the Academic Course (see page 27); a diploma from an approved *four* year high school or its equivalent; or a diploma from an approved *three* year high school, with one additional year of academic work done in this school.

Students applying for the Kindergarten Course *must* have sufficient knowledge of instrumental music to enable them to play simple marches with ease; they must also be capable of leading the children in the singing of simple songs.

4. *The Certificate*: This certificate is given upon the completion of the Elementary Course (see page 31), and entitles the holder to a Provisional High School Certificate, given by the State Board of Examiners and Inspectors. This certificate continues in force for two years.

Let it be understood that no student is counted worthy of a diploma, whatever may be the grade of her academic attainments, who has not been found uniformly dutiful and trustworthy.

RECORD OF STUDENTS.

A record of each student's work is kept in the President's office.

Bi-weekly reports from the various members of the Faculty are handed in, and every student who has not made a passing grade for that time is notified of the fact.

At the close of the fall and spring terms reports for the half-session are sent to parents and guardians.

The work of students is graded as follows: excellent, very good, good, fair, and poor. Fair is the passing grade, except in the professional classes, where good is required in English, History, Geography, Arithmetic, Reading, and Teaching.

COURSE OF STUDY

*REVIEW YEAR IN PUBLIC SCHOOL BRANCHES

<i>Term A</i>		<i>Term B</i>	
Grammar	4	Grammar	4
Spelling	2	Spelling	2
Reading	3	Reading	3
Arithmetic	4	Arithmetic	4
United States History.....	3	United States History.....	3
Geography	4	Geography	4
Civics	2	Writing	2
Hygiene	2	Physical Training.....	2
Physical Training.....	2		
	<hr style="width: 10%;"/>	Number of Periods.....	24
Number of Periods.....	26		

ACADEMIC COURSE

FIRST YEAR

<i>Term A</i>		<i>Term B</i>	
Composition	3	Composition	3
Reading	2	Reading	2
Algebra	5	Algebra	3
Ancient History.....	3	Ancient History.....	3
Latin (Grammar).....	3	Latin (Grammar).....	3
Manual Training.....	2	Manual Training.....	2
Drawing	2	Drawing	2
Music	2	Music	2
Domestic Science.....	2	Domestic Science.....	2
Physical Training.....	2	Constructive Geometry.....	2
	<hr style="width: 10%;"/>	Physical Training.....	2
Number of Periods.....	26	Number of Periods.....	26

SECOND YEAR

<i>Term A</i>		<i>Term B</i>	
Rhetoric	3	Rhetoric	3
Mythology	2	American Literature.....	3
Algebra	3	Arithmetic	3

*This course is offered for the benefit of those who are not sufficiently well grounded in public school branches to enter the First Year.

Geometry	3	Geometry	3
Modern History	3	Modern History	3
Music	2	Music	2
Physical Training.....	2	Physical Training.....	2
And one of the following groups:		And one of the following groups:	
*Group I { Manual Training		*Group I { Manual Training	
and Drawing.....	4	and Drawing.....	4
Zoölogy.....	5	Botany.....	5
Group II { Latin (Viri Romæ)...	3	Group II { Latin (Viri Romæ)...	3
and French or		and French or	
German.....	3	German.....	3
Number of Periods.....	24 or 27	Number of Periods.....	25 or 28

THIRD YEAR

<i>Term A</i>		<i>Term B</i>	
English Literature.....	3	English Literature.....	3
Commercial Geography.....	3	Industrial History.....	3
Physics	5	Physiology	4
Chemistry	6	Chemistry	6
Physical Training.....	2	Physical Training.....	2
And any two of the following:		And any two of the following:	
Manual Training and Drawing.	4	Manual Training and Drawing.	4
Solid Geometry.....	4	Plane Trigonometry.....	4
English History.....	3	English History.....	3
Latin (Cæsar).....	3	Latin (Cicero).....	3
French	3	French	3
German	3	German	3
Number of Periods.....	25 to 27	Number of Periods.....	25 to 27

FOURTH YEAR

<i>Term A</i>		<i>Term B</i>	
Advanced Rhetoric.....	3	Advanced Rhetoric.....	3
Word Study.....	2	Composition	2
Physical Training.....	2	Physical Training.....	2
**And fifteen periods of the following:		**And fifteen periods of the following:	
English Literature.....	3	English Literature.....	3
Advanced Algebra.....	4	Teaching of Mathematics.....	4
Economics	3	Sociology	3
Geology	3	Astronomy	3
Physics	6	Physics	6
Chemistry	6	Chemistry	6
Advanced Biology.....	6	Advanced Biology.....	6

*Students taking Group I are in line for Professional Course I; those taking Group II are in line for Professional Course II. Students who elect the Manual Training and Drawing of the Second Year must continue these subjects in the Third Year.

**This selection will depend largely upon which group the student has elected in the Second Year, and must also receive the sanction of the Classification Committee.

Latin (Cicero).....	3	Latin (Vergil and Horace)....	3
French	3	French	3
German	3	German	3
Drawing	2	Drawing	2
Music	2	Music	2
Domestic Science.....	3	Domestic Science.....	3
<hr/>		<hr/>	
Number of Periods.....	22	Number of Periods.....	22

PROFESSIONAL COURSE I

JUNIOR YEAR

<i>Term A</i>		<i>Term B</i>	
Grammar	3	Methods in Language.....	2
Reading and Methods.....	3	Educational Gymnastics.....	2
Arithmetic and Methods.....	2	Arithmetic (Subject Matter)..	3
History	3	History and Methods.....	3
Writing and Methods.....	1	Geography and Methods.....	5
Manual Training.....	2	Manual Training.....	2
Drawing	2	Observation	3
Psychology (Elementary)....	3	Psychology (Advanced).....	3
Music	2	Music	2
Primary Methods.....	3	Physical Training.....	2
Physical Training	2	<hr/>	
Number of Periods.....	26	Number of Periods.....	27

SENIOR YEAR.

<i>Term A</i>		<i>Term B</i>	
(*SECTION I)		(SECTION I)	
Civics	3	Teaching and Observation.....	20
Nature Study.....	3	Methods and Management.....	3
Ethics	2	Physical Training.....	2
Juvenile Literature.....	2	<hr/>	
History of Education.....	5	Number of Periods.....	25
Philosophy of Education.....	3	<hr/>	
Child Study.....	2	(SECTION II)	
Seminar	1	Civics	3
Physical Training.....	2	Nature Study.....	3
<hr/>		Ethics	2
Number of Periods.....	23	Juvenile Literature.....	2
(SECTION II)		History of Education.....	5
Teaching and Observation.....	20	Philosophy of Education.....	3
Methods and Management.....	3	Child Study.....	2
Physical Training.....	2	Seminar	1
<hr/>		Physical Training.....	2
Number of Periods.....	25	Number of Periods.....	23

*This division of the Senior Class is made in order that the students who are teaching in the Training School may have practically all of their time free for their Training School work.

PROFESSIONAL COURSE II

JUNIOR YEAR			
<i>Term A</i>		<i>Term B</i>	
Grammar	3	Methods in Language.....	2
Reading and Methods.....	3	Educational Gymnastics.....	2
Arithmetic and Methods.....	2	Arithmetic (Subject Matter) ..	3
History	3	History and Methods.....	3
Zoölogy	5	Botany	5
Music	2	Music	2
Psychology (Briefer).....	3	Observation	3
Writing and Methods.....	1	Geography and Methods.....	5
Primary Methods.....	3	Physical Training.....	2
Physical Training.....	2		
Number of Periods.....	27	Number of Periods.....	27

SENIOR YEAR			
<i>Term A</i>		<i>Term B</i>	
(*SECTION I)		(SECTION I)	
Civics	3	Teaching and Observation....	16
Nature Study.....	3	Methods and Management....	3
Manual Training.....	2	Manual Training.....	2
Drawing	2	Drawing	2
Juvenile Literature.....	2	Physical Training.....	2
History of Education.....	3		
Philosophy of Education.....	3	Number of Periods.....	25
Child Study.....	2		
Seminar	1	(SECTION II)	
Physical Training.....	2	Civics	3
	—	Nature Study.....	3
Number of Periods.....	23	Manual Training.....	2
		Drawing	2
(SECTION II)		Juvenile Literature.....	2
Teaching and Observation....	16	History of Education.....	3
Methods and Management....	3	Philosophy of Education.....	3
Manual Training.....	2	Child Study.....	2
Drawing	2	Seminar	1
Physical Training.....	2	Physical Training.....	2
	—		
Number of Periods.....	25	Number of Periods.....	23

*This division of the Senior Class is made in order that the students who are teaching in the Training School may have practically all of their time free for their Training School work.

KINDERGARTEN COURSE

JUNIOR YEAR

Term A

Froebel's Gifts and Occupations (Theory and Practice).....	4
Stories, Games, and Songs.....	2
Primary Methods.....	3
Psychology (Elementary).....	3
* Manual Training.....	2
Physical Training.....	2
Observation daily in Kindergarten.	

Term B

Froebel's Gifts and Occupations (Theory and Practice).....	4
Stories, Games, and Songs.....	2
Mother Play.....	1
Psychology (Advanced).....	3
Child Study.....	2
* Manual Training.....	2
Physical Training.....	2
Observation daily in First Primary Grade and in Kindergarten.	

SENIOR YEAR

Term A

Theory of Froebel's Occupations	2
Mother Play.....	2
Kindergarten, Principles, Methods, and Program.....	1
* Drawing	2
History of Education.....	3
Education of Man.....	1
Physical Training.....	2
Practice Teaching in First Primary Grade, with Observation in Kindergarten, or Practice Teaching in Kindergarten, with Observation in First Primary Grade.	

Term B

Mother Play.....	2
Kindergarten, Principles, Methods, and Program.....	1
* Drawing	2
Philosophy of Education.....	3
Physical Training.....	2
Practice Teaching and Observation, as in Term A.	

**ELEMENTARY COURSE

FIRST YEAR

Term A

Composition	3
Reading	2
Algebra	5
General History.....	5
Manual Training.....	2
Drawing	2
Music	2
Domestic Science.....	2
Physical Training.....	2
Number of Periods.....	25

Term B

Composition	3
Reading	2
Algebra	3
General History.....	5
Manual Training.....	2
Drawing	2
Music	2
Domestic Science.....	2
Constructive Geometry.....	2
Physical Training.....	2

Number of Periods..... 25

*Those students who have elected the Drawing and Manual Training of the Academic Course will be excused from these subjects in the Kindergarten Course, but will be required to substitute the equivalent.

**This course is arranged to meet the need of a large number of students who

SECOND YEAR

<i>Term A</i>		<i>Term B</i>	
Rhetoric	3	Rhetoric	3
Mythology	2	American Literature.....	3
Physics	5	Chemistry	6
Zoology	5	Botany	5
Manual Training.....	2	Manual Training.....	2
Drawing	2	Drawing	2
Music	2	Music	2
Arithmetic	3	Physical Training.....	2
Physical Training.....	2		—
Number of Periods.....	26	Number of Periods.....	25

ELEMENTARY PROFESSIONAL

<i>Term A</i>		<i>Term B</i>	
Grammar	3	Methods in Language.....	2
Reading and Methods.....	3	Juvenile Literature.....	2
Arithmetic and Methods.....	2	Civics	3
History	3	Geography and Methods.....	5
Physiology	4	Nature Study	3
Psychology (Briefer).....	3	Methods and Management....	3
Primary Methods.....	3	Observation	3
Physical Training.....	2	Physical Training.....	2
	—		—
Number of Periods.....	23	Number of Periods.....	23

A special spelling class is formed the first of October. To it are assigned all students from any class above the Review Year, who, during the first month's work, show weakness in spelling.

Other students are required to enter this class later, as it may seem necessary, and all will be kept there until decided and permanent improvement is shown.

The professional classes will be watched with especial care, and no student notably poor in spelling will be allowed to graduate until such weakness is remedied.

cannot remain in school long enough to graduate but wish some professional work as preparation for teaching in the rural schools. The first two years of this course are the same as the first two years of the Academic Course, with some changes and modifications. To this is added one year of professional work.

INSTRUMENTAL MUSIC.

For this study no provision is made in the curriculum of the school, nor are students allowed to pursue it and at the same time undertake the full work of their classes. Instruction, however, can be had from competent teachers in town who charge from \$15.00 to \$22.00 per term of four and one-half months.

DEPARTMENTS OF INSTRUCTION

DEPARTMENT OF ENGLISH LANGUAGE

Spelling, Grammar, Composition, Rhetoric, Word Study, Methods in Elementary Language

MISS ANDREWS, MISS HINER, MISS SUTHERLIN.

The academic work of this department seeks the following results:

1. Good spelling, with the mastery of such principles as may prove helpful in fixing correct forms.
2. An increased vocabulary, through increased knowledge and thought, and through word study for the sake of accuracy, interest, variety, force, and beauty.
3. An educated, refined pronunciation of the familiar, but troublesome words of our daily speech, giving little heed to "fads" and to mere niceties of pronunciation.
4. A systematic study of English Grammar, which is much too important to be learned incidentally above the lower grammar grades.
5. Elementary correctness in oral usage, through an earnest study of common errors, their causes, and their remedies—the practical application of the principles of grammar to everyday English.
6. The ability to express thought, both in speech and in writing, without undue embarrassment, but with freedom, ease, and originality.
7. Mastery of the essential principles of punctuation.
8. A clear understanding of the basal facts of composition and rhetoric, with much practice in the ready writing of pure grammatical English, aiming, in the lower grades, to establish the sentence-sense,—the appreciation of the sentence as a thought-unit,—so that pupils may express themselves in complete, connected thoughts.

9. Thoughtful, observant, appreciative reading, and the encouragement of good taste in literature through an enjoyable acquaintance with a few simple English and American classics used as supplementary reading in each class.

The professional work of the Junior Year is pre-eminently a teacher's course.

It is designed, in the first place, to give mastery of the simple essentials of good English, so that students may, both in conversation and in writing, express their thoughts with freedom and clearness always, and, to the greatest extent possible, with life, grace, and power.

In the second place, it aims at a breadth of view, a catholicity of spirit, not possible in any lower class. This is imparted by a study of many text-books—the best available—rather than one. Such study is further supplemented and enriched by the required reading of pedagogical works and articles from the magazines bearing directly upon the English situation. In addition, students are encouraged to cultivate the love of general literature for its own sake, as well as for the added impetus thus given to the cause of good English.

Again, the attempt is made to give pupil-teachers a right attitude toward English training, and to show to each her individual duty to the mother-tongue. The course seeks to dignify and magnify the office of English in the common schools, and to show that teachers can bring life and interest to school children in the study of the vernacular, which should be to them the most enjoyable subject of all, as it is the most important.

With the foregoing as a foundation, the last end in view is an intelligent, discriminating, unprejudiced study of methods or modes of procedure in the class room. No dogmatic presentation of arbitrary, cut-and-dried methods is attempted; rather, the effort is made to arouse and stimulate the pupil's spontaneity and ingenuity in making her own methods.

The teachers in all departments co-operate with the teachers of English in encouraging good habits in speech and writing. In every class a student notably deficient in English suffers a cor-

responding loss of rank and standing in that class because of such weakness.

The entire course in this department, by subjects and classes, is as follows:

REVIEW YEAR.

TERM A—*Language Lessons and Grammar*. Four periods a week. *Spelling*, two periods a week.

TEXT BOOKS: Gordy and Mead's *Grammar Lessons* and Merrill's *Speller*.

TERM B—The work of Term A continued and enlarged, six periods.

FIRST YEAR.

TERM A—*Elementary Composition*. Three periods a week. Special attention is given to oral composition.

TEXT BOOK: Scott & Denney's *Elementary Composition*.

SUPPLEMENTARY READING: Wiggin's "Timothy's Quest," and Scott's "Lady of the Lake."

TERM B—*Elementary Composition*. Three periods a week.

TEXT BOOK: Scott & Denney's *Elementary Composition*.

SUPPLEMENTARY READING: Dickens' "Cricket on the Hearth," and Goldsmith's "Deserted Village."

SECOND YEAR.

TERM A—*Elementary Rhetoric*. Three periods a week.

TEXT BOOK: Merkley's *Modern Rhetoric*, Book I.

SUPPLEMENTARY READING: Franklin's "Autobiography," and selected Poems.

TERM B—*Elementary Rhetoric*. Three periods a week.

TEXT BOOK: Merkley's *Modern Rhetoric*, Book II.

SUPPLEMENTARY READING: Scott's "The Talisman," and Lowell's "Vision of Sir Launfal."

FOURTH YEAR.

TERM A—*Advanced Rhetoric*. Three periods a week; *Word Study*, two periods a week.

TEXT BOOKS: Genung's Practical Elements of Rhetoric, and Johnson's English Words.

SUPPLEMENTARY READING: George Eliot's "Silas Marner," Holmes' "Autocrat of the Breakfast Table," and Whittier's "Snow-Bound."

TERM B—*Advanced Rhetoric* (continued). Three periods a week; *Advanced Composition*, two periods a week.

SUPPLEMENTARY READING: Charlotte Brontë's "Shirley," and Tennyson's "Idylls of the King."

JUNIOR YEAR.

(Professional Course I.)

TERM A—Three periods a week. *Grammar*, strengthened by much old-fashioned drill on difficult verb-forms. The *Law of Usage* emphasized; the language is looked at as a living growth determined by the needs, habits, and social obligations of living people. An *Educated Pronunciation* is sought by means of drills on lists of troublesome words compiled by the class itself. *Exercises in Invention*, oral and written. Some work in *Methods*.

REFERENCE BOOKS: Buehler's Modern English Grammar, Mother Tongue, Book II., Baskerville and Sewell's English Grammar, and others.

TERM B—Two periods a week. *Methods* and *Lesson Plans* in *Elementary Language*. The *Story* and the *Poem* as factors in language work. *Picture Stories*: a collection of pictures suitable for such work made by each member of the class. *Conversation Lessons*. Plans for *Usage Drills*. Written work, and *Criticism of Written English*. *Professional Literature* bearing on English, read and reported. *A Course of Study in English*, for intermediate and grammar grades, formulated and discussed.

REFERENCE BOOKS: McMurry's "Special Method in Language," Carpenter, Baker and Scott's "The Teaching of English," Chubb's "The Teaching of English," Arnold's "Waymarks for Teachers," and others.

JUNIOR YEAR.

(Professional Course II.)

The same as the Junior Year, Professional Course I.

For the Elementary Course the first two years in English are the same as the first two years of the Academic Course, and the professional year is the same as the Junior Year of Professional Course I.

DEPARTMENT OF LITERATURE AND READING

*MISS WHITING, MISS GWYN, MISS CRAWLEY.

Literature: The work in Literature is designed with a three-fold object:

1. It aims to arouse a love for the best literature and to inspire the student with a desire to read it.

2. An effort is made to acquaint the pupil with representative masterpieces by critical study in class, by class discussion of required reading, and by written reports on parallel reading.

3. An attempt is made to give a general view of English literature as a groundwork for future study, showing its historical development and its intimate relation to life; and by copious reference to the best biography and criticism to give the pupil a sense of the personality of great writers and a living interest in their work.

A professional course in Juvenile Literature is also offered. It is designed to aid the teacher in the public schools; it aims to give a working knowledge of good literature for children, its selection, and correlation with other studies; and to discuss the best methods of making it a vital part of public school work.

Reading: "It is a great thing to be able to read a page of English."

In the reading course an effort is made to establish high ideals of expression and interpretation. The course aims not only to train the pupil in the mechanics of reading—articulation, pronunciation, fluency, readiness—but to stimulate imagination, quicken responsiveness, and increase the power of getting thought from the printed page. The pupil learns to go to the text for guidance as to the expression of any given passage, rather than to depend upon arbitrary rules. It is designed to make every reading lesson primarily a lesson in thought-getting; and the practice in apprehending and expressing shades of thought should be of value to the pupil in all school work.

*On leave of absence.

A professional course in Reading and Methods is offered. This course attempts to acquaint the student with the criteria of vocal expression, and discusses the best methods of instruction.

REVIEW YEAR.

This year's work should enable the pupil to read prose and poetry of ordinary difficulty, with simplicity and animation, in a clear, natural voice, with distinct utterance.

TERM A—*Reading*. Three periods a week. Simple narrative prose; drills in enunciation and articulation, in tone production, in pronunciation.

TEXT BOOKS: "A Dog of Flanders," "The Nürnberg Stove," "A Christmas Carol," "Tanglewood Tales," Part II.

TERM B—*Reading*. Three periods a week. Narrative prose, narrative and lyric poetry, with the reading of selections chosen by the pupils. Drills as in preceding term.

TEXT BOOKS: "Sharp Eyes," "Tales of a Wayside Inn," Part II., selected lyrics and ballads from Longfellow.

FIRST YEAR.

TERM A—*Reading*. Two periods a week. The work in this term is designed to cover a wider range of emotion and expression. In addition to the reading, the course will include simple recitations selected and prepared by the students.

TEXT BOOKS: "Sohrab and Rustum," "Enoch Arden," "The Ancient Mariner," with selected prose and verse.

TERM B—*Reading*. Two periods a week. Study of expression in the discussion and reading of prepared work, with such practice in sight-reading as shall enable the pupil to read aloud at sight with intelligence and vivacity.

To encourage the habit of reading, a course in Library Reading is designed in connection with the class work in this year. The course advised will be adjusted to individual needs and correlated with the student's work and interests.

TEXT BOOKS: Tennyson's "Idylls of the King," and selected readings from American writers.

SECOND YEAR.

TERM A—*Mythology*. Two periods a week. Mythology is taught for its own sake, and as a basis for Literature. An effort is made to show the beauty and meaning of the Greek Myths and Legends, to acquaint the student with their most poetic expression in English, and to stimulate sympathy and appreciation.

TERM B—*American Literature*. Three periods a week. The development of American Literature with especial attention to the New England Movement, and to Southern Literature.

CLASS STUDY: Poe's "The Fall of the House of Usher," Lanier's "The Marshes of Glynn," selected poems from Emerson, Longfellow, Whitman, and Poe.

PARALLEL READING WITH CLASS DISCUSSION: Weber's "Southern Poets," selections from Bryant, Irving, Hawthorne, Lowell.

SUPPLEMENTARY READING: Selected stories from Poe, and "The House of the Seven Gables" or "Bonaventura," one of which the student selects for a written theme.

TEXT BOOKS: Pancoast's Introduction to American Literature. Weber's "Southern Poets."

THIRD YEAR.

Study of the Development of English Literature. The text books are supplemented by library reading from the best biography and criticism. The use of Palgrave's "Golden Treasury," throughout the year, acquaints the student with the best lyric poetry in English.

TERM A—*English Literature through the Age of Pope*. Three periods a week.

PARALLEL READING WITH CLASS DISCUSSION: Chaucer's "Prologue," Shakespeare's "Macbeth," Bacon's "Essay on Friendship," Milton's Minor Poems.

TEXT BOOKS: Halleck's History of English Literature, Palgrave's "Golden Treasury."

TERM B—*English Literature from the Romantic Movement*. Three periods a week.

PARALLEL READING WITH CLASS DISCUSSION: Macaulay's "Johnson," selected essays from Lamb, selected poems from the Romantic Poets, and from Tennyson and Browning.

SUPPLEMENTARY READING: Carlyle's "Essay on Burns," Thackeray's "Henry Esmond."

TEXT BOOKS: As in Term A.

FOURTH YEAR.

TERM A—*The Victorian Poets*. (Elective.) Three periods a week.

TERM B—*Shakespeare*. (Elective.) Three periods a week. The rise of the drama, careful study of six of Shakespeare's plays, reading and discussion of the greater plays not studied. Dowden's "Mind and Art of Shakespeare," Mabie's "William Shakespeare, Dramatist and Man," will be read with selected portions of Symond's "Shakespeare's Predecessors in the English Drama."

TEXT BOOKS: Dowden's Shakespeare Primer, The Globe Shakespeare, and for special study of separate plays, "The Arden Shakespeare."

JUNIOR YEAR.

(Professional Course I.)

TERM A—*Reading and Methods*. Three periods a week. This course attempts to acquaint the student with the elements of vocal expression—time, tone, pitch, force—and with the psychology of their use, that the pupil's own reading may be improved, and that as a teacher she may have definite standards of criticism.

It includes discussion of methods; application of standards of criticism; outlines and plans of lessons made by the student. The plans seek to deal (*a*) with the interpretation of the reading lesson, or with Thought-getting; (*b*) with the expression of the lesson, or with Thought-giving.

TEXT BOOK: How to Teach Reading in the Public Schools, Clark.

JUNIOR YEAR.

(Professional Course II.)

Same as Junior Year of Professional Course I.

SENIOR YEAR.

(Professional Course I.)

TERMS A AND B—*Juvenile Literature*. Two periods a week. A course designed to aid the teacher in the public schools. This course considers the place and function of literature in the child's development; the best methods of making it vital; reading, reproduction, memorizing; the selection of books, their sequence and correlation with other studies; public school libraries, their selection and use.

SENIOR YEAR.

(Professional Course II.)

Same as Senior Year of Professional Course I.

For the Elementary Course the first two years in Literature and Reading are the same as the first two years of the Academic Course.

The professional year of this course is the same as the Junior Year of Professional Course I.

DEPARTMENT OF MATHEMATICS

MISS LONDON, MISS LANCASTER, MISS HARRISON,
MISS BLACKISTON.

Academic Arithmetic: (Review Year, Terms A and B; Second Year, Term B.) The purpose of the academic work in arithmetic is to review and supplement the student's knowledge of the subject, to correct errors, crudities, or imperfections which may remain from previous teaching; and to train the student in neat and systematic arrangement of written work, as evidence of orderly thinking.

The aim is made to have the student see the unity of the subject, the few underlying principles, and the relation and dependency of all subsequent work upon these few principles, showing that each is merely another language for the solution of the problems of the other.

The solution of every problem in arithmetic involves seeing relations and calculating values. Arithmetical training should develop power in one, and accuracy and rapidity in the other. For this purpose much illustrating, diagramming, and practical measurement work is done. Clearness of statement in both oral and written work is insisted upon, in recognition of the fact that mathematics is the science of order, and that no better opportunity can be afforded for drill in neat habits, and in the use of truth-telling, carefully-chosen English.

Professional Arithmetic: (Professional Courses I and II, Junior Year, Terms A and B; Elementary Course, Professional Year, Term A.) The aim of this course is to train the students to teach arithmetic. To do this successfully it is necessary, first, that they know the subject matter; second, that they know the best methods of presenting it; and, third, that they have a real and living interest in the subject and a comprehensive appreciation of its place in the school curriculum.

With these ends in view, the first term is devoted to a study of the subject from the teacher's point of view. No text book

is used. A brief discussion of the value of arithmetic as a culture and ethical study, of the historical development of arithmetic as a science, and of the various leaders who have undertaken in our day to reform and systematize the teaching of the subject is intended to give the student a better point of view from which to see the relative importance of the various topics of this branch of knowledge.

The work is taken up both topically and by grades, and the most approved methods of teaching the subject discussed.

The second term is given to a review of the subject matter. A text book is used, and the material is chosen to fit the needs of each particular class.

For the Professional Year, Term A, of the Elementary Course, the work is that outlined above for the Junior Year, Term A, of the Professional Courses I and II.

Algebra: By an intelligent study of algebra the view of the whole field of mathematics is broadened, the ability to think more abstractly than heretofore is gained, and the reasoning powers are disciplined. Moreover, the understanding of algebraic truths and principles is fundamentally necessary to the further pursuance of mathematics, and also to a clear understanding of the more abstract processes of arithmetic.

The power to see relations, which was developed in arithmetic, is here strengthened by the constant demand to separate the known from the unknown and to see the relation existing between the two in order to obtain the one from the other.

Care, clearness, and accuracy are everywhere insisted upon.

The course in Higher Algebra is elective, and is intended for those students who wish to strengthen themselves in mathematics.

Geometry: To develop in the student the power of logical, systematic thought, to secure clear and accurate expression, and to strengthen the reasoning powers are some of the most important objects in teaching geometry. With this in mind the work is so arranged that constant emphasis is laid upon the relation existing between the known and the unknown.

Special attention is given to original work and constructions,

in order to develop self-reliance and to stimulate the spirit of inquiry into mathematical truths.

The language of geometry furnishes an excellent drill in exactness of expression—not over-saying nor under-saying the truth.

Preceding the regular work in Plane Geometry, a term is given to Constructive Geometry. The aim of this course is twofold:

First, to prepare the way for Plane Geometry by familiarizing the pupils to some extent with the language and the simpler definitions of geometry, and, at the same time, to illustrate the practical applications of some of the elementary principles.

Second, to put the pupils in possession of some knowledge of geometrical construction necessary for their future work in Manual Training.

Trigonometry: A short course in Plane Trigonometry is given. The aim of this course is to give as briefly as is consistent with clearness the fundamental principles of the subject, to have the student derive the necessary formulas and then to make the problems as practical and as interesting as possible.

The entire course in this department by classes is as follows:

REVIEW YEAR.

TERM A—*Arithmetic*. Four periods a week. This term is devoted to the mastery of the fundamental processes and basic principles of arithmetic. The material used is determined largely by the needs of the class, and an aim is made to have no two consecutive classes use the same material, so that those repeating the work may gain the end in view, and yet have their store of knowledge increased. Work is selected from the following topics: Notation and numeration, factoring, common and decimal fractions, practical measurements, and easy work in percentage.

TERM B—*Arithmetic*. Four periods a week. In this term the processes and principles already learned are applied to the business transactions of life. A careful study of these transactions from the practical point of view is made, believing that most of the difficulty usually encountered in the study of these topics comes, not so much from ignorance of arithmetic as from ignorance of business customs.

The material used is chosen almost entirely from the applications of percentage and of interest.

TEXT BOOK: Smith's Grammar School Arithmetic.

FIRST YEAR.

TERM A—*Algebra*. Five periods a week. In this course the fundamental operations are taught, the use of symbols of aggregation, the various methods of factoring, common divisors and multiples, the combining and simplifying of simple equations with one or more unknown quantities.

TERM B—*Algebra*. Three periods a week. Simultaneous equations, involution and evolution, theory of exponents, radicals, and easy work in quadratic equations.

TERM B—Constructive Geometry. Two periods a week.

TEXT BOOK: Wells' Essentials of Algebra. No text book used in Constructive Geometry.

SECOND YEAR.

TERM A—*Algebra*. Three periods a week. Radicals reviewed, quadratic equations and all equations reducible to the quadratic form, ratio and proportion, and the progressions.

TERM A—*Geometry*. Three periods a week. The work of this term is to teach the students simple, geometrical constructions, and to lead them to frame and then to demonstrate theorems based upon these constructions. The ground covered is usually the first two books in Plane Geometry.

TERM B—*Geometry*. Three periods a week. An abridged course in plane geometry completed.

TERM B—*Arithmetic*. Three periods a week. The aim of this term's work is to review, complete if necessary, and extend the previous work in arithmetic, considering in addition the following topics: Greatest common divisor, least common multiple, powers and roots, mensuration, and the metric system.

TEXT BOOKS: Wells' Essentials of Algebra, Phillips and Fisher's Elements of Geometry (Abridged Edition), and Colaw and Ellwood's Advanced Arithmetic.

THIRD YEAR.

TERM A—*Solid Geometry*. (Elective.) Four periods a week.

TERM B—*Plane Trigonometry*. (Elective.) Four periods a week.

TEXT BOOKS: Phillips and Fisher's Elements of Geometry (Abridged Edition), Wentworth's Plane and Spherical Trigonometry and Tables.

FOURTH YEAR.

TERM A—*Advanced Algebra*. (Elective.) Four periods a week.

TERM B—*The Teaching of Mathematics*. (Elective.) Four periods a week.

TEXT BOOK: To be selected.

JUNIOR YEAR.

(Professional Course I.)

TERM A—*Arithmetic*. Two periods a week. A course in methods, designed to be an aid to the student teacher in her work in the Training School and elsewhere.

TERM B—*Arithmetic*. Three periods a week. A topical review of the subject matter of arithmetic from the teacher's standpoint.

JUNIOR YEAR.

(Professional Course II.)

Same as Junior Year of Professional Course I.

For the Elementary Course the first two years in mathematics are the same as the first two years of the Academic Course, with the following exceptions: The third term of Algebra and all of Plane Geometry are omitted.

In the professional year of this course the arithmetic is the same as the Junior Year, Term A, of Professional Course I.

DEPARTMENT OF HISTORY AND SOCIAL SCIENCES

MR. BIDGOOD, MISS BUGG, MISS CRAWLEY,
MISS HOWARD.

In the Review Year the elements of Civics and of United States History will be studied. The purpose is to make ready for the work of the Academic Course those applicants for admission who do not have a good grammar school foundation in these branches. The endeavor is made to clear up misconceptions and confusions, to supplement the results of past instruction, and to teach the pupil how to study.

The work of the first two years of the Academic Course is intended to make the student conscious of the vastness and dignity of the province of history, to enlarge her sympathies and appreciations, and to bring her to regard history not as a series of disconnected facts but as the life story of humanity, and to realize that even the vicissitudes of nations are but incidents in the steady progress of the race. Instruction in methods of study is given frequently and persistently.

The required program of the third year selects for especial study the most interesting, distinctive, and important phase of American History, namely, our labors and success in the prosecution and organization of every branch of industry, and the social and political problems arising therefrom. The work of our inventors is especially emphasized. The pupil is shown the business reasons for the separation from England and for the opposition of North and South, and finds out how and why there have come to be tariff questions, money questions, trusts and great corporations. No attempt is made to settle for the student problems yet unsolved, but she becomes acquainted with the solutions most frequently proposed, and learns something of the reasons advanced by their advocates.

The elective courses in history, economics, and sociology are designed to give the student who is fond of history an opportunity of pursuing the subject farther and of gaining an introduction to

the kindred sciences. She may thus fit herself for the teaching of history in the high school as well as in the grades.

The aim in the Junior and Senior years is to prepare the student to teach American History and Civil Government. It undertakes to make the knowledge gained in the grammar grades fuller, clearer, and more exact; to call attention to movements and tendencies; to point out the many causes of an important event, and, in turn, its many effects, and to trace the causal relation through several steps and across wide intervals. The question as to what should constitute the subject matter of a course in history and civics for the grades is considered, and the outline of such a course is formulated. Methods of presenting the proposed work to children are then suggested and discussed.

The elementary course seeks to provide those students who cannot complete the full academic and professional work with such a knowledge of the facts of history and civics as may be considered indispensable to any public school teacher.

The work of this department by classes is as follows:

REVIEW YEAR.

TERM A—*Civil Government*. Two periods a week.

TEXT BOOK: *Civil Government of Virginia*, Smithey.

TERM A—*History of the United States*. Three periods a week.

TERM B—*History of the United States*. Three periods a week.

TEXT BOOK: *History of the United States*, Thompson.

FIRST YEAR.

TERM A—*Ancient History*. Three periods a week.

TERM B—*Ancient History*. Three periods a week. The period covered in this year extends from the earliest time to 800 A. D.

TEXT BOOK: *Ancient History for Beginners*, Botsford.

SECOND YEAR.

TERM A—*Modern History*. Three periods a week.

TERM B—*Modern History*. Three periods a week. The thread of European history is followed from the time of Charlemagne down to the present day.

TEXT BOOK: *Mediæval and Modern Europe*, Bourne.

THIRD YEAR.

TERM B—*Industrial History of the United States*. Three periods a week. This course is based on the work of the previous term in commercial geography.

TEXT BOOK: *Industrial History of the United States*, Coman.

TERM A—*English History*. (Elective.) Three periods a week.

TERM B—*English History*. (Elective.) Three periods a week. A survey of English History from the earliest times to the present. Social and industrial development and the growth of the political power of the people are the two phases that receive chief attention. In order to gain time for these studies all save the most highly significant events in the military history and foreign political relations of England are omitted from consideration.

TEXT BOOK: *Short History of England*, Cheyney.

FOURTH YEAR.

TERM A—*Economics*. (Elective.) Three periods a week. The courses previously required in commercial geography and in the economic history of the United States may be expected to equip the student with a very considerable number of economic facts which will help her now to reach an understanding of the general laws that everywhere and under all conditions govern the business relations of men. Hypotheses and theories not yet fully accepted as laws are presented with caution, and disputed applications of economic principles are avoided. Moot questions as to scope, terminology, and method are not brought up.

TERM B—*Sociology*. (Elective.) Three periods a week. The present social structure and social conditions in America are studied, and efforts now being put forth toward social betterment are discussed. Especial attention is given to educational activities.

JUNIOR YEAR.

(Professional Course I.)

TERM A—*American History*. Three periods a week.

TERM B—*American History and Methods*. Three periods a

week. In this year the review of the story of our country is first completed, and then a study is made of the methods of teaching history in the grades.

TEXT BOOK: Student's History of the United States, Channing; the McKinley Outline Maps.

JUNIOR YEAR.

(Professional Course II.)

Same as Junior Year, Professional Course I.

SENIOR YEAR.

(Professional Course I.)

TERMS A AND B—*Civil Government and Methods*. Three periods a week. The various forms of local government found in our country are studied in their present development and are rapidly traced back through American and English History to the political institutions of the Saxons. The local governments of Virginia are carefully examined in detail, both for their own sake and as types. The state governments are followed from the earliest times down to the present, Virginia being again taken as a type. The history of the formation of the Federal government is reviewed, and its present workings considered. Political parties and their methods are explained and discussed. The work of the term concludes with a brief consideration of the methods of teaching civil government in the grades.

TEXT BOOKS: Civil Government in the United States, Fiske; Civil Government of Virginia, Smithey.

SENIOR YEAR.

(Professional Course II.)

Same as Senior Year, Professional Course I.

The work of the first two years of the Academic Course is condensed into the first year of the Elementary Course. Myers'

General History is used as a text. In the fall term of the Elementary Professional year, American history is rapidly reviewed, using Fiske's History of the United States as a text, and in the spring term the main topics covered in the work of the Senior Year in civil government are presented in more elementary form, with Strong and Schafer's Government of the American People as text.

In the spring term classes in American History and Civics are conducted for the benefit of those students who cannot return to school but wish to take the State examinations for teachers' certificates.

DEPARTMENT OF GEOGRAPHY AND NATURE STUDY

DR. MILLIDGE.

Geography: This is one of the great culture studies of the common schools. Its special task is to carry the pupil out of the narrow bounds of his home, to dignify his life by making it part of the great life of mankind. Beginning with observation of the known, it cultivates the imagination by transferring the knowledge thus gained to the comprehension of the unknown. The moral effect upon the pupil in thus coming into harmony with the world in which he lives is not less valuable than the training of the faculties of observation, comparison, and judgment which this study, if properly taught, so richly supplies. The aim of the work in the Department of Geography is twofold:

First, to train the mind to the close and accurate observation of the world in which we live, to note the forces at work moulding its surface and fitting it to be the home of man, and to reason accurately upon the phenomena presented by observation, always tracing the relation between cause and effect.

Second, to broaden the mind by the fullest possible presentation of the races of mankind, their homes, industries, and habits. This knowledge leads to wider sympathies and broader views, and the process of tracing the dependence of all these upon geographical conditions is a mental discipline of the highest value.

Nature Study: The aim of this course is to lay especial stress upon its agricultural bearings. In this state it is important that the products and capabilities of the soil should receive especial attention.

The adaptation of plants and animals to their environment is one of the main objects of Nature Study. The habit of close observation cultivated by the study of this adaptation leads directly to the intelligent practice of agriculture, upon which the welfare of the State so largely depends.

The keenness of observation, soundness of inference, and

dependence upon one's own judgment, fostered by Nature Study, all tend directly to individuality of character, and this is the foundation of a sound democracy.

REVIEW YEAR.

TERM A—*Geography*. Four periods a week. In this course a series of field lessons, supplemented by lectures and discussions, prepares the students for the conception of the Earth as it really is. The basis of reality given by the study of the neighboring hills, slopes, river basins, etc., provides a firm foundation upon which to build up a real geography. The elements of mathematical and physical geography are also studied.

TERM B—*Geography*. Four periods a week. The continents are studied in order with special attention to their physiography. Sand modeling and map-drawing fix the features of each great division in the minds of the students. Throughout, the Earth is looked upon as the home of man, and man's adaptation to his environment is kept in view.

The United States and Virginia receive especial attention in this course.

TEXT BOOK: Tarr and McMurry's *Geography*, with Virginia Supplement.

THIRD YEAR.

TERM A—*Commercial Geography*. Three periods a week. In this term Commercial Geography is taken up, including a brief survey of Ancient and Mediæval Trade Routes, Modern Colonization, Areas of Production of great staples and of minerals, means of transportation, manufacturing areas, position of the United States among the Commercial Nations of the World and similar topics. The dependence of Commercial Activity upon physiographic conditions is emphasized throughout the course.

TEXT BOOK: A *Commercial Geography*, Adams.

FOURTH YEAR.

TERM A—*Geology*. (Elective.) Three periods a week. This term is devoted to Geology with emphasis on those sections which

specially illustrate geography, such as dynamical and structural geology. Field work is used to supplement and elucidate the text book.

TEXT BOOK: To be selected.

TERM B—*Astronomy*. (Elective.) Three periods a week. Astronomy is taken up with special reference to the Earth in its relation to the Sun and the Solar System. The telescope is used in the study of the Moon and the planets, and actual observations of the constellations are made throughout the term.

JUNIOR YEAR.

(Professional Course I.)

TERM B—*Geography*. Five periods a week. The whole subject of Physical and Mathematical Geography is gone into thoroughly with experiments. Full written reports required repeatedly from each student. The latter part of the term is devoted to Methods in Geography. Chalk modeling on the blackboard and the making of sand maps, together with making of relief maps in clay or putty, required of each student. Interdependence of History and Geography illustrated. Type studies made with collateral reading, and the practical application of geographical knowledge to the requirements of the schoolroom elucidated.

JUNIOR YEAR.

(Professional Course II.)

TERM B—*Geography*. Five periods a week. Same as Junior B, of Professional Course I.

SENIOR YEAR.

(Professional Course I.)

TERMS A AND B—*Nature Study*. Three periods a week. This course is devoted to the study of plant and animal life, illustrated by actual observation of nature. The function is specially emphasized. A portion of the course is devoted to simple experiments suitable for the schoolroom with home-made apparatus.

SENIOR YEAR.

(Professional Course II.)

Same as Senior Year, Professional Course I.

For the professional year of the Elementary Course the Geography is the same as in the Junior B of Professional Course I, and the Nature Study of this year is the same as in the Senior Year of Professional Course I.

DEPARTMENT OF PHYSICS AND CHEMISTRY

MISS WINSTON.

Physics and Chemistry being the foundation of many of the sciences, these courses are designed largely with reference to this fact. The effort is made to develop the scientific habit of thought, to teach the student to observe accurately and to make application of her knowledge to the facts which are common in her daily experience. The work of this department by classes is as follows:

THIRD YEAR.

TERM A—*Physics*. Five periods a week. A brief general survey of the subject as a whole, designed rather as a groundwork for other studies, special stress being laid upon parts considered most useful.

TERM A—*Chemistry*. Six periods a week. Four Laboratory periods. Inorganic Chemistry dealing principally with the non-metals.

TEXT BOOKS: Higgins's Lessons in Physics, and Elementary Chemistry by Clarke and Dennis.

TERM B—*Chemistry*. Six periods a week, four Laboratory periods. In this class the metals are studied by means of a brief course in Qualitative Analysis.

TEXT BOOK: Irish's "Qualitative Analysis for Secondary Schools."

FOURTH YEAR.

TERM A—*Physics*. (Elective.) Five periods a week. An advanced course consisting of reading, problems, and illustrative experiments. The work during the first term deals chiefly with the Mechanics of Solids and Fluids, and with Sound.

TERM A—*Chemistry*. (Elective.) Six periods a week, four Laboratory periods. An advanced course in Qualitative Analysis.

TERM B—*Physics*. (Elective.) Five periods a week. A con-

tinuation of the above course treating in detail Heat, Light, Magnetism, and Electricity.

TERM B—*Chemistry*. (Elective.) Six periods a week, four Laboratory periods. Organic Chemistry, consisting of a general survey of the chemistry of the compounds of carbon, together with the preparation of some of the more familiar compounds.

TEXT BOOKS: Hoadley's "A Brief Course in Physics." Chemistry to be selected.

For the Second Year, Term A, of the Elementary Course, the Physics is the same as for the Third Year, Term A, of the Academic Course. For the Second Year, Term B, of the Elementary Course, the Chemistry is the same as Third Year, Term A, of the Academic Course.

DEPARTMENT OF BIOLOGY

DR. SNOW.

In this department courses are provided, (1) for students entering for regular work; (2) for high school graduates entering without Zoölogy or Botany; (3) for students wishing to specialize in this department to fit themselves for teaching the biological sciences; (4) for students preparing to take the public school examinations.

The aim of the work is to develop interest in Nature, to acquire habits of accurate observation, exact statement, and independent thought. It is believed that the study of living organisms, their structure, activities, and relations will give the student a broader and deeper appreciation of all life, while a scientific view-point is essential for the solving of many of the problems which confront the public school teacher. This training will better fit her to inspire and direct the spirit of observation and investigation in her pupils, thus carrying into the public schools principles of accuracy and thoughtful inquiry, in addition to a broader love for Nature and an interest in the life-processes surrounding us.

The laboratory is equipped with Bausch and Lomb compound microscopes, black-topped tables, and an aquarium with flowing water, besides various glass aquaria, chemicals, glassware, instruments, prepared slides, materials for the preservation and mounting of specimens, charts of the human body, plaster casts of the eye and ear, and a limited number of museum specimens—the nucleus of a museum which will grow from year to year.

SECOND YEAR.

TERM A—*Zoölogy*. Five periods a week. This course is divided into three parts.

1. Field work—in which the emphasis is laid upon the life relations of animals, i. e., their modes of getting a living, their adaptation to environment, the grouping of animals in similar habitats, etc. One double period a week.

2. Laboratory work—in which animal forms (chiefly those collected on field trips) are studied in greater detail as to form, structure, and activities. No dissection is allowed. Careful notes and drawings are made. One double period a week.

3. Recitation and discussion of laboratory and field work. One period a week. The course is especially designed to stimulate and develop the student's powers of observation. A practical element is introduced in the study of beneficial and injurious forms.

TEXT: Jordan, Kellogg, and Heath's *Animal Studies*.

TERM B—*Botany*. Five periods a week. A spring course parallel with the fall work in Zoölogy.

1. Field work—a study of plants in their relation to each other and to their habitat, their life habits, activities, and adaptations. One double period a week.

2. Laboratory work—in which the plants are studied more minutely as to form and structure and their response to stimuli. Careful drawings and records are made. One double period a week.

3. Recitation and discussion of field and laboratory work. One period a week. The course will be conducted with special reference to accurate observations and careful records of ascertained facts. The elements of classification will be introduced, with the identification of a few forms of the local flora.

Zoölogy is usually required as a prerequisite, although in certain cases students have been allowed to take the Botany first.

TEXT: Coulter's *Text Book of Botany* and Coulter's *Analytical Key to the Flowering Plants*.

THIRD YEAR.

TERM B—*Physiology*. Four periods a week, one of which is devoted to laboratory work. By this course the student is made familiar with essential facts concerning the structure and functions of the body, thereby becoming better able to preserve her health and that of her future pupils. Heathful dress, diet, exercise, ventilation, and sanitation are among the practical points discussed. As the course is designed also to prepare students for

Psychology, the study of the nervous system is given particular emphasis, with regard to the nervous control of the various functions of the body, as well as the brain and sense organs.

FOURTH YEAR.

TERM A—*Advanced Biology*. (Elective.) Six periods a week. It is hoped by this course to give the student an opportunity to acquire that mental balance and breadth of view which can only be secured by studious consideration of the great problems of life. An effort will be made to develop, by comparative study, the conception of the unity of Nature and the similarity of life processes in plants and animals. The study of ontogenetic and phylogenetic development will lead to the consideration and discussion of the most important theories offered for the solution of vital problems.

Practice in collecting, preserving, and mounting material will be part of the work.

Prerequisites: Zoölogy, Botany, and Physiology.

Recitation, two periods a week. Laboratory and field work, two double periods a week.

TERM B—*Advanced Biology*. (Elective.) Six periods a week. Work of preceding term continued.

JUNIOR YEAR.

(Professional Course II.)

TERM A—*Zoölogy*. The same course considered under Second Year, Term A.

TERM B—*Botany*. The same course considered under Second Year, Term B. These courses are given in the Junior Year for those students who elected the language group in the second year of the Academic Course, and for high school students entering without equivalent work.

In the second year of the Elementary Course the Zoölogy and Botany are the same as in the second year of the Academic Course, and in the professional year of this course the Physiology is the same as that given in the third year, Term B, of the Academic Course.

In the spring a class in Elementary Physiology is conducted. This class is intended for those students who are unable to return to school, and who desire some Physiology as preparation for teaching the subject. Special emphasis is laid upon those parts of the subject which will be of most value to teachers; for example, school hygiene, public sanitation, and first aid to the injured. A number of simple experiments are given to illustrate physiological principles. A small amount of laboratory work will be required, and classroom demonstrations will be made.

TEXT: Colten's Physiology (Briefer Course).

DEPARTMENT OF LATIN

MISS RICE.

In the study of Latin, the following objects are kept constantly in view:

1. The etymology of English words of Latin origin. Pupils are encouraged to look for the English derivatives of Latin words with correspondences and differences in shades of meaning.

2. Comparative Grammar. Roman forms of thought are examined in order to make a comparison with English forms. A pupil never knows that his own language contains idioms until he has studied some language other than his own. The study of one language throws light upon another.

3. Mental discipline. The expression in the equivalent forms of one language of the thought gained in another gives power.

An effort is made throughout this work to study the government and the private life of the Romans as well as their literature and language.

FIRST YEAR.

TERM A—Three periods a week. Drill in the forms of inflection and the essentials of syntax; derivation of words; translation of easy prose into English and English into Latin.

TEXT BOOK: *Bellum Helveticum*.

TERM B—Three periods a week. Continuation and enlargement of the work of the first term. Translation of fables and other simple stories.

TEXT BOOK: *Bellum Helveticum*.

SECOND YEAR.

TERM A—Three periods a week. Translation of simple prose; sight-reading; writing of exercises based upon text.

TEXT BOOK—*Viri Romæ*.

TERM B—Three periods a week. More difficult prose; short course in grammar; exercises based upon text.

TEXT BOOKS: Cæsar's Gallic War, Books I and II; Bennett's Grammar.

PARALLEL READING: Life and Times of Cæsar.

THIRD YEAR.

TERM A—Three periods a week. Continuation of the work of the Second Year, B Class. Critical study of the most difficult constructions in Cæsar.

TEXT BOOKS: Cæsar's Gallic War, Books III and IV; Bennett's Grammar.

TERM B—Three periods a week. Oratio in Catilinam I and Oratio in Catilinam II; syntax of cases and verbs; exercises based upon text.

TEXT BOOKS: Cicero; Bennett's Grammar.

PARALLEL READING: Life and Times of Cicero.

FOURTH YEAR.

TERM A—Three periods a week. Oratio pro A. Licinio Archia and De Amicitia; review of grammar; exercises based upon text.

TEXT BOOKS: Cicero, Bennett's Grammar.

TERM B—Three periods a week. Latin poetry. One book of the Æneid and some odes of Horace; the elements of Latin versification, including the scansion of the Æneid and of the odes read.

TEXT BOOKS: Vergil; Horace.

PARALLEL READING: Life and Times of Vergil and Horace.

DEPARTMENT OF MODERN LANGUAGES

MISS SMITHEY.

In addition to the general disciplinary value that comes from the serious study of a language other than the mother tongue the work in French and German is designed to develop the following:

1. *Mental Alertness*: By training the tongue, the ear and the eye, pupils are made more alert, quicker to receive impressions, and more ready to impart their own thoughts to others. Thus they become more wide-awake.

2. *Feeling for the Language*: An effort will be made from the first lesson to enable the pupil to grasp the thought from the French or German without the aid of translation. This will give an appreciation of the beauty and genius of the language and literature, and an insight into the life and heart of the people that will never come to those who merely translate from one language into another.

3. *The enlargement of ideals*: The opening up of a new literature to one carries with it the privilege of entering into the intellectual and emotional life of its people. Any serious study of the manners and customs, the ideals and institutions, the successes and failures of another nation, must broaden the sympathies and give a larger view of life.

FRENCH.

SECOND YEAR.

TERM A—Three periods a week. The elements of the language will be studied through the medium of the language itself. Frequent exercises in the simplest forms of sentence structure will be required. Dictation in French is begun the first week, and is continued throughout the whole course.

TEXT BOOK: Méthode Berlitz, Premier livre.

TERM B—Three periods a week. The work of the first term will be continued. In addition to this, simple original composi-

tion in French will be assigned. Easy prose and a few lyrics will be studied through the French.

TEXT BOOK: *Méthode Berlitz*, Premier livre; Guerber's *Contes et Legendes*.

THIRD YEAR.

TERM A—Three periods a week. The study of Grammar from a text book will begin in this class. French Composition will continue. Translation from English into French and from French into English will be commenced. The reading of more difficult prose and poetry. Reproduction in French of stories and anecdotes read in class.

TEXT BOOK: Bézéat de Bordes' *Elements of French*.

The reading for this term will be changed from year to year, hence no texts are given.

TERM B—Three periods a week. The general character of the work of this term will be the same as that of the preceding class. Every effort will be made to stimulate pupils to be independent in grasping the thought, and to force the meaning of new words from the context.

TEXTS: Coppée's *Le Luthier de Crémone et le Trésor*, Labiche's *La Cigale chez les Fourmis* and Légouvé's *Le Voyage de Monsieur Perrichon*.

FOURTH YEAR.

TERM A—Three periods a week. Pupils having taken the work of the second and third years should be well prepared to begin the study of French literature through the works of the great writers. Selections from such writers of the seventeenth century as will be most helpful in understanding the social and literary conditions of that period. One play by Corneille, Racine, and Molière will be studied critically.

The text for this term may be changed from year to year.

TERM B—Three periods a week. The writers of the nineteenth century will form the basis of the work of this term. This will include the Romantic Movement in French Literature, also the study of some of the best lyrics of this period.

TEXT: To be selected as for TERM A.

GERMAN.

SECOND YEAR.

TERM A—Three periods a week. The work of this class is similar in character to that of this section in French. Much oral drill is given so that pupils may acquire fluency in pronunciation as well as a feeling for the language.

TEXT BOOK: *Méthode Berlitz, Erstes Buch.*

TERM B—Three periods a week. The work of the first term is continued. Pupils will begin writing of short original papers in German. The reading of easy prose and simple lyrics will occupy a part of the time of this class.

TEXT BOOKS: *Méthode Berlitz, Erstes Buch, Guerber's Märchen und Erzählungen.*

THIRD YEAR.

TERM A—Three periods a week. The formal study of Grammar will begin in this class. Simple composition work in German will continue. Translation from English into German and from German into English will form a part of the work of this term.

TEXT BOOKS: Andersen's *Bilderbuch ohne Bilder*, Storm's *Imensee*, Thomas's *Practical Grammar*.

TERM B—Three periods a week. Composition in German continued, the reproduction of short stories and anecdotes in German; Grammar; Translation and sight-reading.

TEXT BOOKS: Thomas's *Practical Grammar*, Schiller's *Jungfrau von Orleans*, Goethe's *Hermann und Dorothea*.

FOURTH YEAR.

TERM A—Three periods a week. The leading facts in the study and the development of the German language and literature will be studied in this class. Selections will be studied from the writers of the Second Classical period. Ballads and lyrics will be taken up in this class.

The text for this term may be changed from year to year.

TERM B—Three periods a week. Some study of the writers of the present day. The study of German Literature continued. Much sight-reading will be done in this class.

TEXTS: To be selected.

DEPARTMENT OF MANUAL ARTS

MR. MATTOON, MISS COULLING, MISS JOHNSON.

The aim of the Manual Arts course is to encourage a greater growth of individual power and resource, to stimulate thought, individuality and expression, to train the hand as the obedient servant of the brain. It is of vital importance that students learn responsibility, habits of order, exactness, and concentration upon the matter under consideration. It is only by doing things that we gain confidence in ourselves, and thereby make our school life not an imitation of life, but a part of life itself.

Manual Training and Drawing will be correlated under the head of Manual Arts. Abundant opportunity will be given in this course for practical teaching in the Training School, where the subject will be taught in all grades under the direction of a special supervisor. The methods employed will be largely governed by the needs of the students, and will follow, as far as possible, the methods in use in the best schools. Freedom for original work will be given, and it is confidently expected that a greater degree of independence and self-reliance will be the direct result of this course. At least one specimen of work from each certificate set will be selected and retained as the property of the school for exhibit purposes.

MANUAL TRAINING.

MR. MATTOON, MISS JOHNSON.

FIRST YEAR.

TERM A—Two periods a week. *Cord Work*: Various knots, weaving, making bags, hammocks, etc.

Sewing: Various stitches and their application; darning, mending and patching; simple patterns for doll clothing.

TERM B—Two periods a week. *Paper Work*: Folding and cutting life forms and illustrating stories. *Raffia*: Braiding, knotting

and weaving; woven basket, using one stitch; making various articles of use in raffia; design and decoration.

Basketry: Reed mat, basket and handles, single, double and triple weaving, woven baskets; designing; various stitches and their application.

SECOND YEAR.

TERM A—(Elective.) Two periods a week. *Paper Work*: Folding and cutting life forms; folding designs based on the square, triangle, and circle; geometric forms. *Cardboard Work*: Planning type forms; simple objects of use decorated in color and passe partout; measurements and projections.

TERM B—(Elective.) Two periods a week. *Sloyd Work*: Elementary Knife Work in thin wood; design; simple chip carving.

THIRD YEAR.

TERM A—(Elective.) Two periods a week. *Advanced Cardboard Work*: Measurements and the use of instruments; mechanical drawing to scale; projection and the development of surfaces; construction of articles of use; decoration.

TERM B—(Elective.) Two periods a week. *Sloyd Work*: Mechanical drawing to scale; planning, calculating materials and construction of articles of use in wood; original designing and decoration; simple carving.

JUNIOR YEAR.

(Professional Course I.)

TERM A—Two periods a week. *Bench Work*: Elementary work; exercises in planing, sawing and chiseling; care and use of tools; construction of various joints to be used in subsequent models.

Elementary Bent Iron Work: Bending in angles; binding; scrolls; curves and straight line designs.

TERM B—Two periods a week. *Advanced Bench Work*: Planning and calculating materials for models; construction of useful models; carving, designing surface decoration. *Bent Iron Work*: Making various articles of use and ornament; original designs.

JUNIOR YEAR.

(Kindergarten Course.)

Same as Senior Year, Professional Course II.

SENIOR YEAR.

(Professional Course II.)

The work of this year is in two sections. Section I is designed for those students who have come up through the Academic Course with only the one required year of Manual Training. Section II is designed for High School graduates who have had no Manual Training.

TERM A—(Section I.) Two periods a week. *Paper Work*: Folding and cutting geometric forms and designs. *Drawing*: Projection; making drawings to scale. *Cardboard Work*: Planning type forms; development of surfaces; construction of articles of use; decoration.

TERM A—(Section II.) Two periods a week. *Raffia*: Braiding; knots and stitches in bags, etc.; napkin rings.

Basketry: Reed mat in single weave; whisk broom holder in double weave; basket with handles in triple weave; woven basket in design, using bridge, figure 8 and knot stitch.

Sewing: Various stitches and their application; mending; darning and patching.

Weaving: One rug in design.

TERM B—(Section I.) Two periods a week. *Sloyd Work*: Elementary work in thin wood; making of useful models; chip carving.

TERM B—(Section II.) Two periods a week. *Paper Work*: Folding and cutting life forms and designs.

Drawing: Projection; working drawings to scale.

Cardboard Work: Planning type forms; development of surfaces; construction of articles of use; decoration.

Sloyd Work: Elementary work in thin wood; making of useful models; chip carving.

The Manual Training of the first year of the Elementary Course is the same as the first year of the Academic Course. In the second year of this course the work is the same as that outlined for the Senior Year of Professional Course II, Section I.

DRAWING.

MISS COULLING.

The purpose of the course is to train the powers of observation, secure some degree of skill and originality in expression, and cultivate an appreciation of the beautiful.

FIRST YEAR.

TERM A—Two periods a week. *Nature Drawing*: Free treatment of flowers, leaves and fruits in pencil and water color. These will be worked up in decorative treatments later in the session.

Design: Space breaking in straight and curved lines with applications in borders and surfaces, and in bowls, cups, and vases, and their decoration.

Color: Study of the primaries, binaries, and tertiaries, and their combinations in color harmonies. Scales of tones and colors made. Application of these principles in designs.

TERM B—Two periods a week. *Perspective Principles*: Curved and straight line objects drawn in pencil outline and suggested light and shade.

Design: Egyptian, Greek and Roman ornament studied for characteristic features. Work done from charts and colored plates and photographs. Original design.

SECOND YEAR.

TERM A—(Elective.) Two periods a week. *Spray Composition*: Application of flower drawings in design. Units made from abstract spots, developed in surface patterns and single units. *Color*: Review of principles taught in First Year, application in designs as desired.

TERM B—(Elective.) Two periods a week. Drawing from still life and cast in pencil, charcoal and color. Study of light and shade. Gothic and Saracenic ornament studied from charts and colored plates and photographs. Original design from historic and plant motifs.

THIRD YEAR.

TERM A—(Elective.) Two periods a week. Landscape Composition. Copying selected studies. Study of the principles of composition and application in drawings from nature. Advanced work in design.

TERM B—(Elective.) Two periods a week. Cast drawing and still life studies in charcoal and water-color.

FOURTH YEAR.

TERM A—(Elective.) Two periods a week. Pose drawing and composition from copy and from model. Students will pose as models.

TERM B—(Elective.) Two periods a week. Course in Art Appreciation.

JUNIOR YEAR.

(Professional Course I.)

TERM A—Two periods a week. This is a class in methods of teaching Drawing in the grades. The course is based on the Prang "Art Education Drawing Book Course," and these are used as text books. Lessons are given in the theory and practice of teaching Drawing, illustrated by the actual work of the Training School pupils. Model lessons are taught before the class. Lesson plans are made and discussed. At the beginning of the next session the students enter the Training School and have an opportunity to apply the lessons learned.

SENIOR YEAR.

(Professional Course II.)

TERM A—Two periods a week.

TERM B—Two periods a week.

This course is for High School graduates who have had no drawing. It is similar to the work of the First Year, the character of the work being adapted to the advanced standing of the pupils.

SENIOR YEAR.

(Kindergarten Course.)

Same as Senior Year, Professional Course II.

In the first and second years of the Elementary Course the Drawing is the same as for the first and second years of the Academic Course.

DEPARTMENT OF MUSIC

MISS MINOR.

The purpose of this course is to give the students the necessary preparation for teaching music in the public schools.

FIRST YEAR.

TERM A—Two periods a week. Work in ear-training and establishing tone relation. Elementary theory of keys. Structure of the major and minor scales with reasons for the same. Distinguishing minor from major songs. Varieties of rhythm, sight-reading of songs in the nine common keys. Simple transposition.

TEXT BOOK: First Book—New Educational Music Course.

TERM B—Two periods a week. Continuation of ear-training. Structure of chromatic scales ascending and descending with reasons for the same. Advanced transposition. Sight reading of songs: two-part songs; two- and three-part rounds. Song interpretation and voice work. Complete study of intervals.

TEXT BOOK: Same as in Term A.

SECOND YEAR.

TERM A—Two periods a week. Review of major, minor, and chromatic scales and intervals. Structure and location of major, minor, augmented and diminished triads. Two- and three-part songs. Supplementary Courses.

TEXT BOOK: Second Book—New Educational Music Course.

TERM B—Two periods a week. Review of intervals and triads. Structure and location of dominant, diminished, and secondary seventh chords. Cadences. The common forms of modulation. Two- and three- and four-part songs. Supplementary choruses.

TEXT BOOK: Same as in Term A.

FOURTH YEAR.

TERM A—(Elective.) Two periods a week. Advanced chorus work. A study of the best and standard compositions.

TERM B—(Elective.) *Music History*. Two periods a week. A study of the lives and characteristics of the individual composers and their compositions.

JUNIOR YEAR.

(Professional Course I.)

TERM A—Two periods a week. Work in presentation of rote songs scale work, transposition and sight singing for those having completed two years of academic work.

TEXT BOOK: Third Book—New Educational Music Course.

TERM B—*Method Class*. Two periods a week. Work of fall term continued with discussions of methods to be used in Public School music.

JUNIOR YEAR.

(Professional Course II.)

TERM A—Two periods a week. A course designated for graduates of High Schools. Major, minor, and chromatic scales. Staff notation, translation, transposition. Intervals; Ear-training; Sight-reading in two-part songs.

TEXT BOOK: Common School Book of Vocal Music. Modern Music series.

TERM B—Two periods a week. Continuation of work of Term A. More advanced ear-training, sight-reading and chorus work.

For the first and second years of the Elementary Course, the music is the same as for the first and second years of the Academic Course.

A Glee Club, consisting of thirty-five or forty members selected by the director of music from the best singers and readers of music, receives weekly training in three- and four-part singing, choruses, glees and college songs. Public recitals are given once or twice a year.

DEPARTMENT OF PSYCHOLOGY AND EDUCATION

DR. JONES, DR. MESSENGER.

The understanding of the process of instruction is the aim of professional training. It stands for a fair knowledge of the mental processes involved in learning, and of the forms of presentation suited to those processes, and for the art of putting principles into practice.

To understand the processes involved in learning it is necessary to know the principal factors in the development of consciousness, that is, how the mind assimilates, how it grows by that assimilation, and the laws of its inner constitution which makes growth possible. This feature of professional training is supplied by psychology and related subjects.

To understand the forms of presentation suited to the process of learning it is necessary to know how to select, arrange and relate material so as to save time and make teaching most effective. This feature is supplied by work in methods, both general and special.

Both the system and subject matter of our education is the result of a long, slow growth. To fully comprehend a growing thing it is necessary to study the history of its growth. Such study is provided for in the history of education.

In order to meet the rapidly changing conditions of the present time every teacher needs a broad view of education as a whole. She needs to know something of the factors which are chiefly instrumental in modifying educational theories and practices and to have a rational basis for the interpretation and adaptation of new ideas. The philosophy of education aims to meet this need.

The work of this department by courses is as follows:

PROFESSIONAL COURSE I.

JUNIOR YEAR.

TERM A—*Psychology*. (Elementary.) Three periods a week. This course is intended to introduce the student to the subject,

and as far as possible to develop a psychological attitude of mind. Each student is asked to do some experimental work involving easy introspections, and requiring close observation and right interpretation of results. A text book is used as a basis for the work, but this is supplemented by other standard works on psychology.

TERM B—*Psychology*. (Advanced.) Three periods a week. This course is intended to be an extension and elaboration of the elementary course, and the study of several additional topics. Such subjects as habit, association, memory, imagination, apperception, attention, sensory and motor training, the emotions, instinct and will, receive careful attention. Students are directed in their reading, and reports and discussions are given a prominent place. The students read carefully certain selected chapters from a number of standard works, and the leading psychological journals are frequently consulted.

TERM B—*Observation*. Three periods a week. In this course students are afforded an opportunity to observe lessons taught by the heads of departments, special supervisors, and the most efficient of the student teachers in the Training School. One of the three periods a week is devoted to a discussion of the lessons presented, with a view to bringing out the method employed, and the educational values contained in them. This course also is intended to be a special preparation for those students who are to enter the Training School as teachers. The point of view of the real teacher in actual contact with the pupils in the classroom is sought, so that student teachers may more fully comprehend the duties which they have to perform. These lessons are intended to be model ones, so far as is possible, and each one to have a direct bearing upon the actual work in the Training School.

SENIOR YEAR.

TERMS A AND B—*Methods and Management*. Three periods a week. This course includes General Methods and School Management. The former consists of a study of the forms of presentation which suit the mental processes involved in learning. The nature and means of instruction, deduction, induction, analysis, synthesis,

the nature and use of hypotheses and theories, requisites of scientific classification, principles of scientific investigation, the uses of analogy, generalization and demonstration are some of the topics studied.

It is the purpose of the latter to discuss the various problems confronting the teacher in the organization and conduct of a school. It will be made as practical as possible for those who will teach in the rural schools as well as for those who will enter the graded schools.

TERMS A AND B—*Philosophy of Education*. Three periods a week. The meaning of education is discussed from the points of view of biology, physiology, sociology, psychology, and philosophy. The aim of the course is to give to education a broader and deeper significance and to systematize and unify the facts and principles which are most important in the construction of an educational theory.

TERMS A AND B—*Ethics*. Two periods a week. Ethics treats of the principles of human conduct and seeks for a rational basis of evaluating action. It studies the motives and consequences of action and endeavors to discover principles of classification which may serve as guides in determining what acts are good and what are bad. In general its function is to show how life should be fashioned in order to realize its proper end. It goes beyond psychology in that it asks not only what *is* but what *ought* to be. It considers the origin of conscience and of moral ideas, and the relation of these to right living. Its aim is not so much to discover new rules of action as to bring out the reasons which underlie the generally accepted maxims of morality.

TERMS A AND B—*History of Education*. Five periods a week. Monroe's text book in the History of Education will form the basis of the course. This book covers the field of the history of education very completely, and insures a fair understanding of the principal factors in the development of education. The influence of the most significant historical movements and the writings of the great educational reformers will constitute the chief subjects of study. The aim is always to find what of permanent value each age has to transmit to us.

Students taking this course will recite with the class in History of Education in Professional Course II, but will be required to do extra work to the extent of two full periods.

TERMS A AND B—*Child Study*. Two periods a week. Kirkpatrick's Fundamentals of Child Study is used as a text. This is supplemented by readings and reports from the works of Baldwin, Groos, Judd, Oppenheim, Rowe, Warner and others. The purpose of the course is to give the student a more thorough knowledge of child nature, to enable her better to understand a child's conditions, to interpret his actions, to appreciate his feelings and motives, and thus to take advantage of the "psychological moment" to interest him in things he ought to know. The meaning of infancy, the value and significance of plays and other childish activities, the order of development of instincts, and problems of the period of adolescence are some of the topics discussed.

TERMS A AND B—*Seminar*. One period a week. It is the purpose of the seminar to acquaint the student with the best current literature upon the subject of education. Worthy articles in the leading educational magazines will be studied and discussed. The course will be as flexible as possible and open to the study of all educational problems.

PROFESSIONAL COURSE II.

JUNIOR YEAR.

TERM A—*Psychology*. (Briefer.) Three periods a week. This is a one-term course in psychology intended primarily for high school graduates. An effort is made to select those parts of the subject which are of most value to the teacher, and to apply the principles to teaching. The whole field is covered, but, of necessity, in a less thorough manner. As far as possible, technicalities and details are omitted and fundamentals emphasized.

TERM B—*Observation*. Three periods a week. Same as Junior Year, Term B, of Professional Course I.

SENIOR YEAR.

TERMS A AND B—*History of Education*. Three periods a week. This course is similar to that given in Professional Course I, but

covers the ground more rapidly and less completely. In the Greek and Roman periods only the most important topics are touched. The men and movements from Comenius to the present time are considered very carefully, the chief aim being to get a clear insight into the historical development of education in modern times.

TERMS A AND B—*Methods and Management*. Three periods a week. Same as Senior Year, of Professional Course I.

TERMS A AND B—*Philosophy of Education*. Three periods a week. Same as Senior Year, of Professional Course I.

TERMS A AND B—*Child Study*. Two periods a week. Same as Senior Year, of Professional Course I.

TERMS A AND B—*Seminar*. One period a week. Same as Senior Year, of Professional Course I.

KINDERGARTEN COURSE.

JUNIOR YEAR.

TERM A—*Psychology*. (Elementary.) Three periods a week. Same as Junior Year, Term A, of Professional Course I.

TERM B—*Child Study*. Two periods a week. Same as Senior Year, of Professional Course I.

TERM B—*Psychology*. (Advanced.) Three periods a week. Same as Junior Year, Term B, of Professional Course I.

SENIOR YEAR.

TERM A—*History of Education*. Three periods a week. Same as Senior Year, of Professional Course II.

TERM A—*Education of Man*. One period a week. Herford's adaptation of Froebel's famous work is used as a text. This is supplemented by lectures and outside reading. The aim is to present and discuss the fundamental principles of Froebel's philosophy upon which the practical work of the kindergarten rests.

TERM B—*Philosophy of Education*. Three periods a week. Same as Senior Year, Professional Course I.

In the professional year of the Elementary Course, Term A, the Psychology is the same as in the Junior Year, Term A, of Professional Course II. The Methods and Management of Term B of this year is the same as the Senior Year of Professional Course I.

PRACTICE TEACHING.

The ability to teach is the ultimate test of students in the professional department. Skill in teaching is regarded as one of the essential requisites of the Normal School graduate, and unless sufficient ability is attained to discipline a room properly, and to give suitable instruction in the subject matter, the student cannot be graduated. The teaching is done in the Training School, under the special supervision and direction of the heads of departments and the supervisors for the grades. The effort is continually made to inspire the young teacher with the true professional spirit, and to give her such methods and help as to make her efficient in her work. One term of teaching is required of all students, and it is evident that this much actual experience in the school room gives the student teacher a power which could not be gained by any amount of theoretical information. Hence practice teaching is required in the Senior Year of Professional Courses I and II and of the Kindergarten Course.

In the spring term a course in elementary pedagogy is offered. This course is intended for those students who expect to teach without being able to complete the full work for graduation. The aim is to select for discussion those topics which will give the student some insight into the field of pedagogic thought and at the same time to prepare her to deal judiciously with the practical problems which every teacher meets in organizing and managing a school. Methods applicable to rural schools will receive special attention.

THE KINDERGARTEN DEPARTMENT

MISS BLANDY.

The aim of the Kindergarten Department is to qualify teachers for positions in public and private kindergartens where superior skill and scholarship are required. It offers special work in relation to the primary grades.

The Kindergarten Course comprises a broad, liberal culture and a technical training for a practical vocation.

Froebel's Gifts and Occupations: This course is intended to give technical mastery of kindergarten material as well as insight into their educational value and place in the Froebelian scheme. The geometric forms are so arranged that they give to the child his first lessons in the evolution of form and help him to classify objects about him, thus leading to intelligent creative construction. The occupations of the kindergarten are studied in their logical unfolding and also in their relation to the industries of the primitive races and to the constructive work. The skill of fingers is developed as well as a practical knowledge of the use of tools, such as needles, scissors, pencils, and brushes.

Stories: Story-telling is an important phase of kindergarten work. The course comprises a familiarity with the great sources of the world's literature, from which to draw the best material and secure a cultivated power of expression; it gives a general survey of appropriate literature for little children, including folk and fairy tales, history stories, nature stories, fables, and poems.

Songs and Games: Much of the inspiration of the kindergarten comes from the songs and games, where the children play out the manifold relations of human life. Here the impulse is given to that social feeling which unites them in one common bond. The kindergartner must comprehend the value and meaning of play, must be educated in musical appreciation and expression, and must possess dramatic power. This course comprises a study of the words, music, and form of the kindergarten games, with practice in playing.

The outline of the kindergarten year is followed by beginning with such games as acquaint the children with one another; next come those that exercise the muscles in rhythmic movements, such as ball games, marches, etc.; then follow representative games of plant, animal, and human life, tradition games, and the like. Each student in the course must conduct the play circle and must originate a game. This course also includes a study of the origin, meaning, and purpose of games.

Mother Play: This book by Froebel contains the kindergarten principles. "It is a profound treatise on the philosophy of education." It shows in the most practical way how to study children in order to gain a correct understanding of their instincts and interests; it gives insight into the individual development of the child. An original interpretation of this book is required from each student; each play is studied to find its fundamental principle; this principle is reinforced by a study of the masterpieces of art, literature, and history; it is then applied to the threefold development of the child and to life in general.

Kindergarten Principles, Methods, and Program: The aim of this course is to familiarize the student with the methods and subject matter of the kindergarten; as to *what* is done, *how* it is done, and *why* it is done. This course consists of plans of work made out by the student for definite divisions (that is, work for first year children and for second year children) so that the student may test her power to apply educational principles to daily programs of work. Discussions are held concerning discipline, methods, and subject matter for the kindergarten, mothers' meetings, etc. The senior students will present a year's program and conduct the kindergarten for a specified time.

Practice Teaching and Observation: Especial advantages are offered by this department for practice, training, and observation in the kindergarten and primary grades. Here the student has the opportunity to put into practice with the children her educational theories and work them out under the criticism of supervisors.

The work of this department by classes is as follows:

JUNIOR YEAR.

TERM A—*Froebel's Gifts and Occupations*. (Theory and Practice.) Four periods a week. A general survey of Gifts and Occupations. A special study of the first, second, third, and fourth gifts. Original and progressive games with each gift are required. The occupations, of pricking, sewing, drawing, and thread games are taken up.

TERM A—*Stories, Games, and Songs*. Two periods a week. These are based on the Mother Play. (Ten Mother Plays.)

TERM B—*Froebel's Gifts and Occupations*. (Theory and Practice.) Four periods a week. A special study of the fifth, sixth, seventh, eighth, ninth, and tenth gifts. Original and progressive games with each gift are required. The occupations of weaving, interlacing, and parquetry are taken up.

TERM B—*Stories, Games, and Songs*. Two periods a week. This work is based on the remaining Mother Plays.

TERM B—*Mother Play*. One period a week. A study of the following plays, the subjects considered being: The instinct of activity in the child and how to meet it; the child a self-making being; effort the law of growth; the instinct of imitation and its value; beginnings of the religious life; first experience of change and what it means to the child; the law of continuity and its effect upon life; and the training of the senses.

SENIOR YEAR.

TERM A—*Theory of Froebel's Occupations*. Two periods a week. The occupations of folding, cutting, and coloring are taken up.

TERM A—*Mother Play*. Two periods a week. A study of the following plays, the subjects considered being: How to cultivate a sense of responsibility and time in the child. Value of the individual and its relation to the whole. The child's recognition of nature and its response to him. Environment and its effect upon the child. How true freedom may be attained. Law of

compensation. Personal responsibility and its relation to child-training. How to teach children helpful co-operation. The mother love. The father's part. The home. Beginnings of number. Value of courtesy. Family duties and relations. Rhythm and music and their relation to the child. Retrospection and its value.

TERM A—*Kindergarten Methods, Principles, and Program.* One period a week. The work of this class is based on Froebel's Mother Play and Hughes' Educational Laws. The subjects discussed are: self-activity, unity, nature study, individuality, and co-operation.

TERM B—*Mother Play.* Two periods a week. A study of the following plays, the subjects considered being: Life and its spiritual analogy. How to meet the negative in the child. The transformation of nature and its value to the child. The dignity of labor. The child's relation toward the industrial world. Reconciliation of contrasts. Responsibility of superior to inferior life. The child's relationship to nature. Privilege of nature. Working and doing. Value of the ideal to the child. Training of the conscience. Aspiration. Value of money. The child's relationship to God. How to develop the creative self-activity of the child.

TERM B—*Kindergarten Principles, Methods, and Program.* One period a week. Advanced work in the kindergarten. The relation of the kindergarten to the primary school is carefully worked out. The intention is not to prescribe a program of work but that the student may test her power to apply educational principles to her daily program of work.

DEPARTMENT OF PHYSICAL EDUCATION

MISS OVERALL.

"Health is Wealth."—Emerson.

All hopeful educational effort presupposes a substantial physical basis. The women who are to teach in our public schools should, first of all, be themselves physically strong, and should be proficient in the exercises which have been found best adapted for school use in developing the bodily vigor and symmetry of the young. To serve these important ends the State Normal School maintains a gymnasium. The work is based upon principles of hygiene and education. It aims to maintain a general healthy state of the body; to train and strengthen the organs, especially the organs of circulation and respiration; to develop the muscular and nervous system; to form correct postures, and to train some of the psychological powers.

Physical Training: Two periods a week throughout the entire course of study.

The regulation suit is required, which consists of a blouse, divided skirt, and low-cut gymnasium shoes. These will be ordered by the Head of the Department. Cost of suit, \$5.00; shoes, \$1.50.

Educational Gymnastics: Two periods a week in the Junior Year, of both Professional Courses, devoted to theory, with practical applications. The aim of this course is to acquaint our future teachers with the principles underlying physical training; also to show how these principles are applied to practical work, to prepare the students to teach intelligently school gymnastics and to adapt their work to the varying conditions which may be met. The theory includes talks on the history of physical training, applied anatomy, physiology of exercise, gymnastic movements and positions, terminology, systems of physical training, methods of teaching, common defects among school children, gymnastic games and athletics. Each student will be required to make plans and teach a section of the class under the supervision of the director. This will be followed by class criticism.

Hygiene: Two periods a week in Term A of the Review Year. The object of this course is to give the pupils the fundamentals of personal and practical hygiene, that they may not only know the importance of good health, but may gain a knowledge of the best means of securing and retaining it.

SPECIAL COURSES

PRIMARY METHODS.

MISS HALIBURTON.

In recognition of the fact that primary work requires special training, a course in *Primary Methods* is required of all students taking professional work. This is a course in methods of teaching arithmetic, nature study, spelling, reading, and language in primary grades. It will consist of observation of work with classes of children in the Training School, discussion of the principal methods of teaching reading and a comparison of their respective merits, of the value and aim of story-telling in primary work, sources of stories, kinds of stories suitable, and practice in adapting and telling these stories.

One period a week of this work will be devoted to the training of teachers in the systematic use of phonetics according to a scientific method, as serving three purposes:

1. To train the ear and the vocal organs in the niceties of speech, and thus eradicate slovenly habits and local peculiarities. This is done by drill in the correct pronunciation of vowel sounds, in the distinct enunciation of consonants, and the use of pleasant tones.

2. To give such training in phonetics as shall lead the pupil gradually to become conscious of the common principles of Spelling, which principles he will later formulate in rules. This is done by drills in syllabifying, accenting, and pronouncing words, and later by the marking of words diacritically.

3. To show the use of phonetics as a preparation for reading, and as an aid to that early proficiency in mastering unknown words without the use of such apparatus as diacritical marks, enabling even the young child to get quickly, accurately, and silently the meaning from the printed pages of a book.

LIBRARY METHODS.

MISS DUGGER.

This Course is given in connection with the Observation class in Junior year. Its purpose is to discuss briefly the following subjects: Selection of books; use of the best reference works; accessioning; classification; cataloging; loan systems; administration of very small libraries; and to discuss the problems confronting a teacher in the organization and management of small libraries such as are possible in the rural schools as well as in the graded schools of the towns and cities.

WRITING AND METHODS.

MISS DUNN.

REVIEW YEAR.

TERM A—One period a week. The aim of this course is to give freedom of movement, correct position and pen-holding, ease and facility in writing, together with neatness and correct form.

TERM B—One period a week. The work of the first term is continued, with exercises in dictation and tests of speed. The aim of this term's work is the formation of a clear, free, vertical hand.

JUNIOR YEAR.

TERM A—One period a week. This course is taken by students during the year preceding the one in which they teach in the Training School.

The students are taught to write a clear, free vertical, especial attention being given to its use in board work. Movement drills are given to develop speed.

Students are also directed as to the work that should be attempted in the various grades; suggestions are given as to variation of work and devices for class use.

TRAINING SCHOOL DEPARTMENT

JOSEPH L. JARMAN.....	President
ELMER E. JONES.....	Director
MARY ST. CLAIR WOODRUFF.....	Principal
MARY ST. CLAIR WOODRUFF..	Supervisor of Seventh and Eighth Grades
MARY D. PIERCE.....	Supervisor of Fifth and Sixth Grades
FANNIE WYCHE DUNN..	Supervisor of Third and Fourth Grades
MARGARET WINIFRED HALIBURTON..	Supervisor of First and Second Grades
MARY V. BLANDY.....	Supervisor of Kindergarten

GENERAL STATEMENT.

The Training School, which consists of a Kindergarten and eight grades, is in charge of a Director, assisted by the Principal of the Training School, Heads of Departments, Supervisors, and members of the Senior Class. The Director is also Head of the Department of Psychology and Education, hence the work of the Training School is in close touch with the latest educational thought. The purpose of this school is to give to the student-teachers actual experience in solving the various problems which confront the teacher. They are placed in charge of a room and held responsible for its discipline, and are required to teach the different branches in the grades under supervision. They are observed and criticized and directed in methods of instruction.

At the beginning of the Senior Year the Director of the Training School divides the Senior Class into two sections. The members of one section finish up their class work, while the members of the other devote almost their entire time to teaching. In the spring term the sections reverse. This division is made in order that the students who are teaching in the Training School may be practically free for this work.

No student is allowed to graduate, however proficient she may be in the academic branches, until she has satisfied the Training School Faculty that she is qualified to teach.

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COURSE OF STUDY FOR THE KINDERGARTEN

Year	Percentage of respondents (%)
1990	65
1992	75
1994	70
1996	78
1998	85
2000	90

[illegible]



ORGANIZATION.

Heads of Departments offer special courses in methods of teaching their several branches. In these courses no attempt is made to give detailed methods; rather a broad, liberal view of the entire subject is aimed at; the work is of such a general nature as to leave the student scope for freedom and originality in adapting her methods to meet the needs of her particular school. In making out these courses, Heads of Departments consult with the Supervisors.

The special methods employed in carrying out the daily recitations are in the hands of the Supervisors, but are made to harmonize with those given in the methods classes.

Each Supervisor has charge of two grades, in which she does some of the teaching, and devotes the remainder of her time to the supervision of the student-teachers. As occasion offers, she conducts illustrative lessons in the presence of her student-teachers, the amount of such teaching varying with the needs of the grade and of the training class. Student-teachers are required to make daily lesson plans for the Supervisor, to be criticised and returned before the lesson is presented.

Most of the suggestions to the student-teachers are given by the Supervisors, yet Heads of Departments observe the work done in their subjects, offering criticisms through the Supervisors, or in any other way that seems best to both.

All criticisms are intended to be helpful and suggestive, and are not intended to be interpreted as warnings of failure. If, however, a student is found at any time to be failing in her teaching, she is notified of the fact by the Director of the Training School.

The Director of the Training School assigns each student-teacher to the grade in which she is to teach. The assignment of the subjects in the grades is made by the Supervisor. Before making such assignments, Supervisors consult with Heads of Departments and, as far as practicable, consider the student-teacher's special qualifications in assigning work.

JUVENILE LIBRARY.

The Training School is equipped with a library containing three hundred and forty-seven carefully selected volumes and about a dozen magazines suited to young readers. Student-teachers are assigned work here just as in other departments, and are given practical experience in the administration of a small library among the pupils of the Training School. This library serves the double purpose of giving the pupils of the Training School the advantages of a library, and at the same time of giving the student-teachers training in properly directing such libraries as may be located in the schools where they are called to teach.

EXPENSES.

A fee of \$5.00, payable \$2.50 a term in advance, is charged every pupil entering the Training School. In the first and second grades this fee provides pupils with all material except text books. In the intermediate and grammar grades the following material is supplied: drawing paper, colored crayons, water colors, rulers, erasers, dividers, drawing pencils, pen points, ink, theme paper, and pictures for work in language and history.

COURSE BY DEPARTMENTS

ENGLISH LANGUAGE

“The aim of language study in our schools can be stated with transparent simplicity and clearness. It is to make every child a master of good English for common uses.”—*Charles A. McMurry*.

FIRST GRADE.

Oral Language: Conversations based upon children's experiences and observations, and upon other subjects discussed in the school room; imitation of sentences spoken by the teacher; games as drills in learning the common idioms; the use of “a” and “an” with nouns; use of common verbs to agree with singular and plural nouns; correction of list of selected errors common among the pupils; pantomime reproduction of the activities of homes, school, and community; descriptions of selected pictures; inventing and telling stories suggested by pictures studied; memorizing and repeating “Mother Goose” rhymes and a few poems; dramatizing “Mother Goose” rhymes, poems, and pictures; re-telling stories; general use of complete sentences by children when reciting in all subjects.

Written Language: Use of capital letters at beginning of proper nouns, at beginning of sentences and lines of poetry; use of period and interrogation point at end of sentences taught incidentally in connection with early reading from blackboard; imitation of written forms of words used in reading lesson; copying words from reading books used.

Phonics and Word Study: Elementary sounds of the language learned from the slow pronunciation of words in the child's vocabulary; associating elementary sounds with their written and printed symbols; analyzing written and printed words into elementary sounds; building new words from familiar sounds and symbols. Phonic Drill Book in hands of pupil during last half of the term.

Spelling: Oral and written spelling of easy words from reading lesson during last half of term. Syllabication of words begun.

SECOND GRADE.

Oral Language: Relating experiences and observations; retelling stories; memorizing and repeating poems; dramatizing stories, poems and pictures; inventing and telling stories suggested by pictures; oral reproduction of reading lesson; games as drills in correct forms of expression needed by the class; complete sentences by the children when reciting in all subjects.

Written Language: Sentences copied; sentences written from dictation; composite work in composition; simplest form of social letter. Period after abbreviation; comma with "yes", "no", and names of persons addressed; quotation marks in undivided quotations; hyphen; apostrophe to denote possession.

Phonics and Word Study: Continued analysis of spoken, written, and printed words into their elementary sounds as a means of independent word-getting, and as drills to secure distinctness in enunciation and correct pronunciation of words; building new words from familiar sounds and symbols; exercise in syllabifying list of words. Phonic Drill Book completed.

Spelling: Oral and written spelling of words learned; making and keeping lists of the words that make up the pupil's spelling vocabulary.

THIRD GRADE.

Oral Language: Conversation lessons based on daily happenings at home, at school, in the town or community, and on observation, stories, pictures, and objects; dramatization of stories and poems; well worded answers to questions in all classes; training in usage, or proper conversational forms; sentence building; word study, for vocabulary gains.

Written Language: Simple copying of short stories and poems; dictation, for punctuation, capitalization, and other simple formalities; sentence work upon any previous oral lesson; homonyms, contractions, and simplest necessary abbreviations; easy exercises in original composition, one paragraph long; friendly letters.

Spelling: Sight, sound, oral, and written spelling, with simplest diacritical marks. Sheppe's "Word Studies", Part II.

TEXT BOOKS: No text book in language in the hands of the children.

FOURTH GRADE.

Oral Language: Conversation lessons continued; easy analysis of simple sentences; troublesome verb-forms; formation of regular plurals; special drills on usage to correct common errors; word study for clearness, correctness, variety, and interest; easy incidental grammar, as needed in the understanding of correct language forms.

Written Language: Copying and dictation continued, for new needs in punctuation and capitalization; simple original work, not more than two paragraphs long, based mainly on personal incidents or experiences, and on easy, short descriptions; elementary principles of paragraphing; work from outlines made by the class.

Spelling: Plans of the third grade continued; syllabication and accent; the marking of easy vowels; word grouping; easy synonyms and homonyms; first use of a small dictionary; attention to correct pronunciation.

TEXT BOOKS: Blaisdell's Speller, Part II., and Woodley-Carpenter's "Foundation Lessons in English," Book I., Part I.

FIFTH GRADE.

Oral Language: Unceasing attention to usage; careful application of all forms of correct language taught in the lower grades; conversations on personal experiences, school and community happenings; holidays, local excursions, pictures, poems, and stories; description of persons, places and things; topical recitations, and reports based on observation; word study, for variety, accuracy, and beauty; simplest figures of speech; memory work.

Written Language: Copying poetry and prose to be kept; dictation, for more advanced needs in formalities, with the development of the chief rules for the use of capitals, periods, commas, apostrophes, and quotation marks; formation of possessives; additional contractions, and abbreviations, if necessary; extension of composition to three paragraphs; original compositions upon subjects selected with regard to the knowledge and tastes of the children; letter writing.

Spelling: New and difficult words from all subjects; exercises

derived from mistakes in papers; root-words and simple derivatives; grouping words by association or similarity; drills upon vowel and consonant sounds; marking vowels and diphthongs; words commonly mispronounced.

Incidental Grammar: Sentence study, kinds and parts; nouns, proper and common; subject and object forms of pronouns distinguished; number and tense of troublesome verbs; adjectives and adverbs; simple idea of case.

TEXT BOOKS: Blaisdell's Speller, Part III., and Woodley-Carpenter's "Foundation Lessons in English," Book I., Part II.

SIXTH GRADE.

Oral Language: Usage drills continued; oral composition of the fifth grade continued, with additional conversations on school or community entertainments, interesting or pretty church occasions, visits to places of interest, noteworthy men, women, and children, simple affairs of State, and "Things I have done, and how I did them;" reproduction of matter silently read; topical recitations.

Written Language: Copying and dictation continued; study of punctuation, accompanied by much observation of punctuation in general reading; drill in sentence and paragraph structure, for variety and smoothness; original papers, of not more than four paragraphs, on topics selected from the oral work; encouragement to self-criticism.

Word Study: Some discrimination in the choice of words of kindred meanings; toning down gross exaggerations; a little historical word study; simile and personification recognized.

Spelling: Fifth grade plans continued, with a thorough review of phonics; the marking of vowels, diphthongs, and consonants; careful attention to pronunciation; simple spelling rules; regular assignments in a speller or other text book.

Incidental Grammar: Analysis of simple and compound sentences; proper, common, and collective nouns; rules for plurals; simplest uses of the several cases; personal pronouns distinguished; transitive and intransitive verbs; the copula; auxiliaries most needed; verb-phrases constantly used; number and tense, as needed

for agreement; kinds and comparison of adjectives; adverbs, prepositions, and conjunctions.

TEXT BOOKS: Blaisdell's Speller, Part IV., and Woodley-Carpenter's "Foundation Lessons in English," Book II., Part I.

SEVENTH GRADE.

Oral Language: Usage drills, selecting the forms to be studied from the most difficult ones of the lower grades, with such additions as are found necessary; work of previous grade in oral composition continued, with additional conversations on noteworthy national events, matters of world-wide interest, distinguished people, occupations and professions; continuation and enlargement of all other plans for oral work.

Written Language: Dictation continued; sentence and paragraph practice; writing, by outline, reproductions and reports based on reading and observation; original compositions of four or five paragraphs, the principles of paragraphing being carefully regarded; letter writing.

Word Study: Former plans continued and enlarged by definite attempts to extend the vocabulary, to curb absurd extravagances of speech, and to guard against objectionable slang.

Spelling: Work of the sixth grade continued in more advanced form; analysis of words and sounds; comparative lists of words; spelling rules.

Technical Grammar: Grammar as a formal study begun, but still subsidiary to language work; sentence study; proper, common, collective, and abstract nouns; number, gender, and case; personal, interrogative, and relative pronouns; transitive and intransitive verbs; the copula and the copulative verbs; auxiliary verbs; future, perfect, progressive, and passive verb-phrases; elementary view of infinitive and participle: indicative and imperative modes; adjectives, adverbs, prepositions, conjunctions, and interjections.

TEXT BOOKS: Branson's "Common School Speller," Book II., and Woodley-Carpenter's "Foundation Lessons in English," Book II., Part II.

EIGHTH GRADE.

Oral Language: Drill work of the seventh grade continued, with the intention of giving the pupils the mastery of the simple essentials of good English; reviews and summaries of all previous forms of usage; oral composition, as before; how to use reference books; simple view of the history of the English language.

Written Language: Reviews and summaries of previous work in punctuation and capitalization; synonyms, homonyms, and antonyms; continuation of seventh grade composition, with greater encouragement to independence, individuality, freedom, and fluency; imitation of fables; simplest versification; original stories; principal forms of prose composition studied by illustrations; letter writing.

Word Study: Previous plans continued; thorough study of slang, its origin, character, and influence.

Spelling: Continued upon seventh grade plans.

Technical Grammar: Now studied for its own sake, following the subject matter and treatment of a good text book.

TEXT BOOKS: Merrill's "Word and Sentence Book," and Woodley-Carpenter's Grammar.

LITERATURE

“Whilst that the child is young, let him be instructed in virtue and literature.”—*Lyly*.

In the lower grades, literature and reading are closely allied, and complement each other; both are intended to furnish practice in reading, to quicken responsiveness and to stimulate appreciation of good literature.

An effort is made to acquaint the child with the best books, suited to his development, to give him some knowledge of their authors, and to direct his appreciation, that he may love good books and form the habit of reading them. Especial attention is given to memorizing, that the child's mind may be early stored with fine thoughts fittingly clothed.

The course includes class study, memorizing, home reading, and books that are read to the class.

FIRST GRADE.

Mother Goose rhymes, folk tales, fairy stories, fables, myths, legends, hero stories, history stories, Bible stories, and stories of every-day life told and read to the children. Suitable poems recited and read to the children.

SECOND GRADE.

Continuation of work of the first grade. Stories and poems read to children in connection with Nature Study and other class work. Hick's "Once Upon a Time Stories," Bigham's "Merry Animal Tales," Haliburton's "Grimm's Fairy Tales," read by the children at home and during periods of recreation. Selected poems read and memorized.

THIRD GRADE.

To be studied: Selections from reading texts.

To be memorized: Many selections from Stevenson's "Child's Garden of Verses."

To be read to children: "Andersen's Fairy Tales," "Little Lord Fauntleroy," "Alice in Wonderland," "Nights with Uncle Remus,"

"The Wonderful Chair and the Tales it Told," "Santa Claus's Partner," "The Tapestry Room."

The children have stated periods, during which they read at pleasure in the Juvenile Library.

FOURTH GRADE.

To be studied: Selections from reading texts.

To be memorized: Selections from "Three Years with the Poets," and poems of Eugene Field and Riley.

To be read to children: "The Jungle Book," "The Little Lame Prince," "Lob-Lie-by-the-Fire," "The Birds' Christmas Carol," "Lady Jane," "Arabian Nights," selections.

Reading in Juvenile Library as in third grade.

FIFTH GRADE.

To be studied: Selections from "Hiawatha," "Robinson Crusoe," "Three Years with the Poets."

To be memorized: Selections from "Three Years with the Poets," and other lyrics.

To be read to children: "Little Men," "Two Little Confederates," "Melody," "Wild Animals I Have Known," "Lives of the Hunted."

Reading in Juvenile Library as in third grade.

SIXTH GRADE.

To be studied: "The Story of a Short Life," "Rip Van Winkle," Blake's "Graded Poetry Reader," Sixth Year.

To be memorized: Selections from Blake's "Graded Poetry Reader," Sixth Year, and other poems.

To be read to children: "Hans Brinker," "Tilda Jane," "Prince and Pauper," "Captains Courageous," "Sonny Sahib."

Reading in Juvenile Library as in third grade.

SEVENTH GRADE.

To be studied: The lives of Longfellow and Dickens in detail. Sketches of the lives of Irving and Whittier.

Those of Longfellow's poems that illustrate his life. "The Birds of Killingworth," "Snow Bound," and other nature poems.

In correlation with History: "The Skeleton in Armor," Joaquin Miller's "Columbus," "The Landing of the Pilgrims," "Grandmother's Story of Bunker Hill Battle," "The Song of Marion's Men."

To be memorized: Carlyle's "To-day," Joaquin Miller's "Columbus," poems from Longfellow, and nature poems.

To be read to children: "The First Christmas Tree," "Master Skylark," "Will Shakespeare's Little Lad," "Two Years Before the Mast," "Two Little Pilgrims' Progress," selections from "Ten Boys from Dickens" and "Ten Girls from Dickens."

Home reading with class discussion: "Captain January," "Grandfather's Chair," and "Tales of a Grandfather."

Reading in Juvenile Library as in third grade.

EIGHTH GRADE.

Literature based upon chivalry. Nature poems. Further reading of authors previously studied.

To be studied: The life of Scott in detail, sketches of the lives of Lanier, Bryant, and Lowell. "The Vision of Sir Launfal," Tennyson's "Sir Galahad," Longfellow's "The Legend Beautiful," "The Fringed Gentian," "The Waterfowl," "The Sandpiper," "The Song of the Chattahoochee."

To be memorized: Browning's "Pippa Songs," "The Legend Beautiful," nature poems.

To be read to children: "The Other Wise Man," "The Life of Helen Keller," "The Man without a Country," "Rebecca of Sunnybrook Farm."

Home reading with class discussion: "Kenilworth," "Evangeline."

Reading in Juvenile Library as in third grade.

READING

The course is planned to include practice in rapid silent reading, and simple reading for fluency, as well as that which shall exercise the child's power of thought-getting and of expression.

From the earliest grades an effort is made to teach the child that the object of reading aloud is to give thought, not to pronounce words. The ideal attempted is simple and natural reading in a clear voice. Special attention is given to enunciation and articulation.

FIRST GRADE.

Aim: To give the children from the beginning the right idea of reading, i. e., getting the thought of the sentence and to establish as soon as possible the habit of self-help.

Method: No one method slavishly followed, the word and sentence method combined with the phonic method, without any use of diacritical marks.

Subject Matter: Script reading from the blackboard of children's own sentences which follow observation, action, or narration, and which are the result of pupils' effort to tell what they have seen or done, or to reproduce stories heard. The following books are used: Haliburton's "Playmates' Primer," Bass' "Beginner's Reader," Blaisdell's "Child Life Primer," Murray's "Wide Awake Primer," Osgood's "Sunbonnet Babies' Primer," Haliburton's "Graded Classics First Reader," Baker and Carpenter's "First Language Reader," Book I. of "Heart of Oak" Readers.

SECOND GRADE.

Aim: Increased proficiency in the mechanics of reading and firmer establishment in the habit of reading for thought. Books used: Blaisdell's "Child Life," Second Reader; Haliburton's "Graded Classics," Second Reader; Baker and Carpenter's "Language Reader, II;" Warner's "Culture Reader, II;" Cyr's "Dramatic Reader, I;" Holbrook's "Hiawatha Primer;" Craik's "Bow-wow and Mew-mew;" Baldwin's "Fifty Famous Stories."

THIRD GRADE.

Books used: Blaisdell's "Child Life," Third Reader; Haliburton's "Graded Classics," Third Reader; Holbrook's "Nature Myths;" Stevenson's "Child's Garden of Verses;" and historical reading to be selected.

FOURTH GRADE.

Books used: Blaisdell's "Child Life," Fourth Reader; Pratt's "Legends of Norseland;" Scudder's "Book of Legends;" Hazard's "Three Years with the Poets."

FIFTH GRADE.

Books used: Hawthorne's "Wonder Book," Part I; "Tanglewood Tales," Part II; Andrew's "Ten Boys;" Eggleston's "The Hoosier School Boy;" "Three Years with the Poets," Hazard; and additional easy reading to be selected.

SIXTH GRADE.

Books used: Stories of Troy; Ouida's "A Dog of Flanders" and "The Nürnberg Stove;" Blake's "Graded Poetry Reader," Sixth Year; Whittier's "Child Life in Prose and Poetry," and additional easy reading to be selected.

SEVENTH GRADE.

Books used: Longfellow's "Courtship of Miles Standish;" Dickens' "A Christmas Carol;" Lamb's "Tales from Shakespeare;" Irving's "Legend of Sleepy Hollow;" and selected poems.

EIGHTH GRADE.

Books used: Scott's "Ivanhoe;" Stevenson's "Treasure Island;" Burroughs' "Birds and Bees;" Hawthorne's "Tales of the White Hills;" Franklin's "Autobiography;" and selected poems.

ARITHMETIC

The direct aim of arithmetic teaching, in the grades, should be to meet the needs of, and arouse interest in, the number side of life. But, just as it is necessary that the child learn to read before the truths of history and of literature can be revealed to him, so it is necessary that he become master of the pure mechanics of arithmetic before this branch of knowledge can be made to serve him. Hence, as far as knowledge is concerned, there are two prominent purposes in the teaching of Arithmetic: first, acquaintance with certain processes; and, second, acquaintance with valuable facts of a quantitative nature. For the first five years of school life, the first is perhaps most prominent, while for the last three we are concerned principally with the second. Therefore, in arranging the following course, our aim has been to give in each grade whatever there might be a need for, either in the child's school or home life, and at the same time to let each grade see some one or more of the fundamental processes or practical topics completed.

FIRST GRADE.

Counting: Number space from 1 to 100; counting objects by 1's to 100, using bundled splints; counting by 5's to 30, applied to reading time by the clock; counting forward and backward by 2's, 3's and 4's to 12, using numeral frame or other objects.

Operations with objects,—number space from 1 to 12: Separation and combination of the numbers 2, 4, 6, 8, 9, 10, and 12, and, afterwards, of the numbers 3, 5, 7, and 11 involving operations in addition, subtraction, multiplication, and division; making and solving oral problems involving all the above processes.

Measuring, Form Study, and Denominate Numbers: Estimating and measuring distances with inch, foot, and yard; learning to know the square, oblong; triangle, and circle, the cube, square prism, and cylinder; learning to know real coins, as the penny, nickel, dime, dollar (as ten dimes), quarter-dollar, and half-dollar; exercises in buying and selling learned from dramatization of store;

the pint, quart, and gallon, the peck, bushel and half-bushel learned from actual use of these measures.

Fractions: The fractional parts $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, of a single object learned, and, afterwards, these parts of a number of objects.

Making and reading figures,—number space from 1 to 150 or more:—Figure-making taught as exercise in penmanship, figure-making connected with finding pages of reading book used; Roman figures from I to XII connected with reading time from the clock.

SECOND GRADE.

Previous work reviewed and extended. Counting by 10's, using bundled splints, extended to 1,000; counting forward and backward by 2's, 4's and 5's, using numeral frame, extended to 20; by 3's and 6's to 18; by 5's to 15.

Operations with objects from 1 to 20, involving processes of addition, subtraction, multiplication, and division; operations with figures and signs confined to the processes of addition and subtraction. Oral problems involving the application of all four fundamental processes.

Arithmetical reading from Pierce's "First Steps in Arithmetic," book completed.

Fractions extended to $\frac{1}{5}$, $\frac{1}{6}$, 1-7, and $\frac{1}{8}$.

Making and reading figures. Work of First Year extended to 1,000; Roman numerals to XXX.

THIRD GRADE.

Work of previous grades reviewed; multiplication table completed, and short and long multiplication and short division taught; fractional parts and fractions in connection with the multiplication table; writing of United States money; the idea of surface developed; denominate numbers and fractions as given in the text; Roman numerals.

Written work is subordinate to oral.

TEXT BOOK: Southworth-Stone Arithmetic, Book II., Part I.

FOURTH GRADE

Work of previous grade reviewed and enlarged upon; underlying principles emphasized; long division taught; measure of surface extended; idea of volume measure developed; some drawing to a scale done; easy bill forms; denominate numbers and fractions as given in text; problems involving two or more processes.

The written statement of problems is begun in this grade, and especial attention is given to form in both oral and written work; oral work daily.

TEXT BOOK: Southworth-Stone Arithmetic, Book II., Part II.

FIFTH GRADE.

Work of previous grades reviewed; reduction of, and fundamental processes with, common fractions; work in factoring, cancellation, greatest common divisor and least common multiple as necessary to the fraction work; denominate numbers, measurements, and construction work as given in text; introductory work in decimals; neatness and accuracy in written work emphasized; oral work daily.

TEXT BOOK: Southworth-Stone Arithmetic, Book II., Part I.

SIXTH GRADE.

Work of previous grades reviewed; decimal fractions completed, and easy work in percentage, and in interest; problems involving practical measurements; denominate numbers as given in text; abundance of oral work.

TEXT BOOK: Southworth-Stone Arithmetic, Book II., Part II.

SEVENTH GRADE.

Work of previous grades reviewed; percentage, with its applications; interest and business arithmetic; mensuration as given in the text. Oral work daily.

TEXT BOOK: Southworth-Stone Arithmetic, Book III., Part I.

EIGHTH GRADE.

First term: *Arithmetic*. Work of previous grades reviewed and extended; factors, multiples, and divisors discussed; mensuration; and the metric system.

Second term: *Algebra*. An elementary course serving as an introduction to the subject. In this course the effort is made to make the transition from arithmetic to algebra easy by developing algebra as generalized arithmetic. The fundamental operations are taught, with the use of symbols of aggregation, and some easy factoring.

TEXT BOOKS: Southworth-Stone Arithmetic, Book III., Part II. Algebra to be selected.

HISTORY

The chief aims of the course in *history* are:

1. To equip the pupil with a limited number of facts, chiefly concerning the history of his own country.
2. To make the child acquainted with a few of those men and women of the past who are best worth knowing.
3. By some study of peoples widely separated from us in time, space, and manner of life, to lay the basis for an understanding of the largeness of humanity.
4. By beginning the work with a description of a very simple mode of life, and studying thereafter types of continually increasing complexity, to bring the child to realize that our institutions have slowly grown to their present form, and are yet growing.

The work in *civics* is designed to give the pupil an elementary knowledge of the mechanical workings, and, more especially, of the usefulness of his local, state, and national, government.

All these specific ends are sought because of the effects upon the mental, moral, and social nature of the child which may be expected from their realization.

History as a distinct subject is begun in the fourth grade, but in the first three grades much historical matter of independent value is learned, and the child is prepared for the continuous study of the subject.

FIRST GRADE.

Observation of such historical events as Thanksgiving, Christmas, and Easter; the birthdays of Washington, Lee, and Jackson.

SECOND GRADE.

Continuation of Grade I with the addition of the study of Indian life in connection with the study of "Hiawatha's Childhood," and the study of Eskimo life in connection with Smith's "Eskimo Stories."

THIRD GRADE.

The history of this grade consists of stories of the life of earlier days in our country. The lives of the children of long ago, their school days and Sabbaths, holidays and restrictions; the occupations of the homes, both of New England villages and Southern plantations, when food and clothing, furniture, soap, fuel, and lights were nearly all home products; the peril by fire and Indians; dangers of travel and difficulties of communication; and a few of the achievements which so changed the conditions of life for us, are presented in picturesque stories, which appeal to the child's imagination, create a sympathetic interest in the events of the past, and store his mind with knowledge and images which will enrich his future history study.

Such stories as are available are in the pupil's hands for his own reading; and these are supplemented by stories told by the teacher. The work is done in the reading and language periods.

TEXT BOOKS—For study or reference: "Everyday-Life in the Colonies," Stone and Fickett; "Days and Deeds a Hundred Years Ago," Stone and Fickett; "Colonial Children," Pratt.

FOURTH GRADE.

By the time that the pupils have reached this grade they are demanding stories that are true, not only in general application, but in particular fact. Here, then, with the story of the Roman nation, is begun a study of the conspicuous features of general history, each with an individual as its center. The life, customs, religious beliefs, valor, and achievements of the Romans are shown in the biographies of their great men.

TEXT BOOKS—In the hands of pupils: "Famous Men of Rome," Haaren and Poland.

FIFTH GRADE.

The work of the first term is occupied with the great cities of Greece,—Athens, Sparta, Thebes, their artists, poets and philosophers, their heroes and their conquerors. The story of Greece appears more complex than that of Rome, both from the narra-

tive and from the social view-point; hence the order in which the two are studied.

In the second term are taken up the lives of the chief characters of the Middle Ages.

TEXT BOOKS: "Famous Men of Greece," Haaren and Poland; "Famous Men of the Middle Ages," Haaren and Poland.

SIXTH GRADE.

Here English history is studied with somewhat more attention to the acquisition and retention of valuable facts as such. The text book is still, however, in the story form, and these stories usually center about a single character of real historical eminence.

TEXT BOOK: "Stories from English History," Warren.

SEVENTH GRADE.

American history through the Revolution. Work with the text book is supplemented by library reading and reports. Virginia and Massachusetts receive especial attention as type colonies. The importance of Virginia in the Revolution is emphasized.

TEXT BOOK: United States History, Thompson.

EIGHTH GRADE.

History: United States history from the close of the Revolutionary War to the present time. Virginia's part in the Civil War is emphasized.

History in the seventh and eighth grades is correlated with geography. Appropriate literature will also be studied in connection with the history.

TEXT BOOK: United States History, Thompson.

Civics: A simple treatment of community life, its objects and advantages, using abundant concrete illustration of a nature intelligible and interesting to the child, constitutes the greater part of the work. The usefulness to the individual and the community of the smaller, or local, and larger, or state and national, governments is then set forth, and the studies are concluded with a brief description of the main features of these governments, considered as pieces of administrative machinery.

TEXT BOOK: "The Community and the Citizen," Dunn.

GEOGRAPHY

FIRST GRADE.

Geography and Nature Study: Outdoor lessons on hills, valleys, ridges, and meadows; on brooks, ponds, and springs; on rills, gullies, and rain puddles.

Directed observation of moon and stars, sunrise and sunset, lengthening of day and fall of shadows; of dew or frost, rain or snow, cloud or sunshine. Teaching cardinal points. Teaching names of seasons and watching phenomena of each in turn.

Observation of blooming and fading flowers; forming, falling and dissemination of seeds; coloring and falling of leaves; ripening and gathering of fruits in the fall. Budding, leafing, and blooming of plants; forming of fruits in the spring.

Observation of animal and insect life in vicinity of school; migration of birds in the fall and return of birds in the spring; hibernation of animals in fall, wakening of animals in spring; forming of cocoons and chrysalids in fall, emerging of moths and butterflies in spring. Lessons in winter on domestic animals and on animals connected with fables and geographical stories.

SECOND GRADE.

Geography and Nature Study: Work of first year reviewed and extended. Lessons on hills, valleys, slopes, ridges, divides; on brooks, creeks, ponds; work of brooks; mud banks or deltas; shore forms found in ponds; idea of hill expanded into that of mountain; meadow into plain; brook into river; pond into lake.

Sky studies continued as in first year. Observation of season phenomena extended by study of forms of water, experiments with boiling water, freezing water, etc.

Plant and animal life continued as in first year. Thorough study of one plant as a whole in the fall, study of the germination of seeds in the spring.

Study of the children of other lands. "Around the World," Book I., in the hands of the children. Study of the animals connected with this reading.

THIRD GRADE.

Geography and Nature Study: Work of second year reviewed and extended. Earth study in two phases: (1) How the Earth supplies the needs of man,—soil, water, air, heat, land and water forms, plant and animal life; (2) How man makes use of the Earth's supplies,—occupations of our own community and of our country; degrees of civilization; the town or city as a center of civilization.

Sky studies: Attention directed to the winter skies. Simple lessons on the sun, moon, stars, planets, etc., based on Miss Proctor's "Storyland of Stars," and as much observation as practicable.

Plant and animal life continued. Special study of birds and of seed-bearing plants with perfect flowers.

Life in other lands. A geographical reader in the pupils' hands. Text to be selected.

FOURTH GRADE.

General World Study: Each continent introduced through its relation to the life of the pupil by some familiar product. The prominent features of each noted, with their effect on the lives of its people. Map representation first taught, and much exercise in map reading given.

TEXT BOOK: Frye's "First Steps in Geography."

FIFTH GRADE.

Brief review of North America as basis for comparison.

South America and Africa. Surface taught by means of sand maps. Climate explained by position, winds, and ocean currents. Life conditions studied from geographical readers. Text used for pictures, map studies, and review.

TEXT BOOK: Frye's "Grammar School Geography."

READERS: Carpenter's "South America," Carpenter's "Africa."

SIXTH GRADE.

Europe, Asia, and Australia from text book and geographical readers as in preceding grade.

TEXT BOOK: Frye's "Grammar School Geography."

READERS: Carpenter's "Europe," Carpenter's "Asia."

SEVENTH GRADE.

Surface of North America. People, surface, and climate of the United States. Products of the United States. Political Divisions of the United States. Other Countries of North America.

TEXT BOOK: Frye's "Grammar School Geography."

EIGHTH GRADE.

Review of General Principles of Physical Geography.

Climate of the Earth with mathematical geography. Races of men. Zones of plant and animal life. Commerce. Detached parts of United States. (This is correlated with the study of Territorial Growth of United States in History.)

ELEMENTARY SCIENCE

For the work of the first, second, and third grades, see Geography (pages 111-112). In these grades Primary Nature Study and Geography are treated as one topic.

FOURTH GRADE.

Nature Study: Seed-bearing plants continued. Imperfect flowers studied through a few common bushes and trees,—maple, alder, aspen, cotton-wood, birch, beech. Composite flowers, with the dandelion as a type.

Insects. At least one type of each class. Special study of the life-history of moths and butterflies. Community life among insects,—ants, bees, wasps. Adaptation of insects. Study of selected birds.

Observation of life and season phenomena.

FIFTH GRADE.

Nature Study: Spore-bearing plants. Review of seed-bearing plants, for contrast. Adaptation of plants.

Organic and inorganic matter. Observation of life and season phenomena, especially birds. Review, collating and summarizing matter developed in Grades III and IV, with especial reference to adaptation.

SIXTH GRADE.

Elementary Physics: Simple experiments on air, water, heat, light, etc.

Nature Study: Special study of trees. Preparatory study of the work of plants, food-making, transpiration, rise of sap, etc. Attention given to the protection of shade trees, care of wood lot, pruning, grafting, budding, etc. Enemies of trees, fungus and insect pests, how to prevent and destroy them.

SEVENTH GRADE.

Agriculture: The course in agriculture consists as largely as possible of the observation of plants and soils and of experiments to illustrate their relation to each other. Soil formation, drainage, and tillage are especially dwelt upon. Flowers are studied to illustrate pollination; insects divided into useful and injurious, and observed; observations are made in the field of available crops, and a garden is cultivated by the pupils. In a word, the practical is emphasized, rather than the theoretical.

EIGHTH GRADE.

Hygiene: The aim of this course is to acquaint the pupils with the important laws of health. Public and private sanitation are emphasized and certain features of domestic science are introduced, to show the necessity for hygienic care of the home. Krohn's "Graded Lessons in Hygiene" is used as a text, supplemented by Williams and Fisher's "Elements of the Theory and Practice of Cookery."

MANUAL TRAINING

FIRST GRADE.

Paper folding and free cutting to illustrate stories. Clay modeling to illustrate stories. Form study. Single weaving in paper and yarn.

SECOND GRADE.

Free cutting (continued) paper construction of simple models involving the inch, half inch and quarter inch. Braiding. Cord work.

THIRD GRADE.

Design weaving. More advanced work in paper construction. Doll hammock. Napkin ring of raffia. Plain sewing (running, backstitching, hemstitching).

FOURTH GRADE.

Sewed reed and raffia baskets. Reed mats, reed baskets. Cardboard construction and measurements, plain sewing (hemming, hemstitching). Drawing from dictation in planning dimensions, decoration and original work.

FIFTH GRADE.

Mechanical drawing in two views from dictation. Advanced cardboard construction. Basketry in design (advanced work). Sewing (planning simple model garments, mending, patching and darning).

SIXTH GRADE.

Mechanical drawing in three views from dictation (to scale). Sloyd knife work. Construction of various models from pupils' drawings. Knife carving, original work.

SEVENTH GRADE.

Mechanical drawing to scale. Elementary bench work in wood. Construction of various models from working drawings. Original designs for models and decoration.

EIGHTH GRADE.

Mechanical drawing to scale. Advanced bench work in wood. Original designs for models and decoration. Carving.

DRAWING

The course is based on the Prang "Art Education Drawing Book Course." As far as possible the work in drawing is correlated with the other subjects taught in the grade. This is especially true of the primary grades.

FIRST GRADE.

Plant drawing in fall and spring. Very simple landscapes, showing atmospheric effects and the seasons. Spectrum and the colors red, yellow, blue, orange, green, violet. Free expressions in drawings connected with Thanksgiving, Christmas, and other special occasions. Action drawings of people and animals suggested by games and occupations; this done from copy, memory, life. Illustrative drawing.

MEDIUMS: Black and colored crayons, ink, and brush.

SECOND GRADE.

Subject matter similar to that of first grade. Hues of color taught; RO, OY, YG, RV, VR.

THIRD GRADE.

Drawing of plants and vegetables. Placing of these in an enclosing form. Tints and shades of spectrum colors made. Chart in five values. One mode harmony. Space breaking in stripes, borders, and landscape. Appropriate drawing for Thanksgiving, Christmas, and other important days. Drawing from pose suggested by games. These and animal drawings used to illustrate stories, games, historical events, etc. Spring growths.

MEDIUMS: Water colors, crayons.

FOURTH GRADE.

Drawing fall fruits and leaf and flower sprays and their correct placing in enclosing forms. Warm and cool colors. Keying. One mode harmony. Space breaking illustrated by designs in stripes and borders. Proportions of planes. Drawing from pose in familiar attitudes. Drawing of animals, birds, and insects from copy, memory, object. Simple designs derived from plant and animal units.

MEDIUMS: Pencil, crayons, water color.

FIFTH GRADE.

Flowers and leaf sprays, fruits and vegetables put in flat wash in two tones. Complementary colors illustrated by designs in plaids and simple decorative landscapes. Object drawing of spherical and hemispherical forms. Drawings of animals and birds, from copy, memory, object.

Drawings of spring growths in outline and flat wash.

Designs based on units derived from material gathered during the session.

MEDIUMS: Pencil, water colors, crayons.

SIXTH GRADE.

Naturalistic drawings of flowers, fruits, vegetables in characteristic color. Interrelated colors, charts made. Design-balance surface patterns, full drop and half drop repetition. Object drawing of cylindrical forms. Detailed study of animals, birds, insects from copy, memory, object-conventionalized flower, and insect forms used as motifs for designs, worked out in simple color harmonies.

MEDIUMS: Pencil, crayons, water color.

SEVENTH GRADE.

Naturalistic drawings of flowers, fruits, leaves in pencil and water color. Decorative arrangements of these. Abstract curves applied in making bowls, cups, vases. Balance of areas. Color scales in five values. Keying for dominant tone. Object drawing of simple groups of curvilinear forms placed in enclosing form with divided background. Drawing of birds and animals in familiar attitude from copy, memory, object. Designs in first, second, third mode, motifs derived from animal, insect, and plant forms.

MEDIUMS: Pencil, crayons, water color.

EIGHTH GRADE.

Detailed plant study worked out in characteristic color in values for decorative composition. Color scales in nine values. Abstract spot. Surface designs in first, second, third mode. Object drawings of rectangular forms in pencil. Pose drawing in characteristic attitudes. Drawings of animals and insects from copy, memory, objects. Surface designs and borders, using plant and animal motifs.

MEDIUMS: Pencil, crayons, water color.

MUSIC

FIRST GRADE.

Songs of the seasons and nature; marching and patriotic and trade songs; those of family relationship. Little hymns. Scale by rote.

TEXT BOOKS: Gaynor's, Smith's and other Primary Song Books, in the hands of the teacher.

SECOND GRADE.

Rote songs continued. Ladder song, and scale taught from ladder. Beginnings of notation taught from blackboard.

TEXT BOOK: To be selected.

THIRD GRADE.

Signature, position of Do, and exercises in the nine common keys. Translation of simple figure exercises by syllable. Use of music copy books. Musical spelling. Tone drill. Rote songs.

TEXT BOOK: Primer, New Educational Music Course.

FOURTH GRADE.

Sight reading in simple exercises and songs. Exercises in all nine common keys. Thorough review of signature, and position of Do. Copy book work. Some rote songs.

TEXT BOOK: First Book, New Educational Music Course.

FIFTH GRADE.

Structure of the major scales, and rules for same. Common accidentals, sharp four and flat seven. Time problems. Translation and transposition. Songs and exercises sung by syllable at sight. Two-part songs.

TEXT BOOK: Second Book, New Educational Music Course.

SIXTH GRADE.

Drill and review of major scales. Key relationship. Copy book work. Two- and three-part rounds. Two-part songs. Meanings of musical terms.

TEXT BOOK: Second Book, New Educational Music Course.

SEVENTH GRADE.

Major and chromatic scales in all keys. All varieties of rhythm. Marks of expression. Tone discrimination. Rapid sight reading in all keys. Two-part songs. Supplementary songs.

TEXT BOOK: Third Book, New Educational Music Course.

EIGHTH GRADE.

Same as Seventh Grade.

WRITING

FIRST GRADE.

Free large writing on blackboard; later, on unruled paper with packing crayons; and, during last half of term, on wide ruled paper with large soft pencil. Words and short sentences copied.

SECOND GRADE.

Pen and ink used. Natural Vertical Copy Book I.

THIRD GRADE.

Special Aims: Good position of body and pen, free movement, good arrangement of all written work. Copy books used: Natural System of Vertical Writing, Books II. and III. Whole-arm drills.

FOURTH GRADE.

Continuation of work of third grade. Beginning of forearm drills.

Copy Books: Natural System of Vertical Writing, Books III. and IV.

FIFTH GRADE.

Copy Books: Natural System of Vertical Writing, Books IV. and V.

SIXTH GRADE.

Copy Books: Natural System of Vertical Writing, Books V. and VI. Writing required only when necessary.

SEVENTH GRADE.

Careful attention given to correct position of body and pen. Drills for rapidity of movement.

Copy Books: Natural System of Vertical Writing, Books VI. and VII. Writing required only when necessary.

EIGHTH GRADE.

Work same as the seventh grade.

Copy Books: Natural System of Vertical Writing, Books VII. and VIII. Writing required only when necessary.

PHYSICAL TRAINING

A period of fifteen minutes a day is devoted to gymnastic exercises in the various grades. In the first two grades games and gymnastic plays will be used. In the other grades such formal gymnastics as are adapted to school room use will be given—as

a. Tactics—forward, sideward, and backward marching, marking time, facings.

b. Free Exercises—movements that involve groups of arm, leg, and trunk muscles; head exercises.

c. Hand Apparatus—dumb-bells, wands, bean bags.

d. Dancing Steps—running, skipping, hopping and change steps.

e. Games.

LIST OF STUDENTS

<i>Name</i>	<i>County or City</i>	<i>Address</i>
ABBITT, OLA LEE.....	Lynchburg	Box 25
ABBITT, STELLA WATKINS.....	Appomattox	Oakville
ACBEE, FLORENCE DUNREATH.....	Lynchburg...	1510 Rivermont Avenue
ADAMS, BEULAH AUBREY.....	Fairfax	Hunter's Mill
ADAMS, MAUDE KATHERINE.....	Norfolk	R. F. D. No. 3
ADAMS, ROXIE LEE.....	Surry	Surry
ALLEN, SUSIE ROSELAND.....	Prince Edward.....	Prospect
AMORY, NANNIE LEE.....	York	Grafton
AMOS, NANNIE PRICE.....	Cumberland	Farmville
ANDERSON, CARRIE BURK.....	Buckingham	Dillwyn
ANDERSON, CATHERINE ELIZABETH..	Prince Edward.....	Farmville
ANDERSON, EVA EVANS.....	Prince Edward.....	Farmville
ANDERSON, MARGARET CARRINGTON...	Covington.....	221 W. Water St.
ANDERSON, MARY W. D.....	Rappahannock	Gaines X Roads
ANDREWS, EUGENIA BEVERLY.....	Lynchburg.....	412 Church St.
ANGLEA, PEARL LENNIS.....	Prince Edward.....	Farmville
ANKERS, LELIA VIRGINIA.....	Loudoun	Waxpool
ARTHUR, GLADYS I.....	Campbell	Lawyers
ARTHUR, MAGGIE E.....	Campbell	Lawyers
ASHWORTH, ROSA MAY.....	Bland	Bland
ATKINSON, JOHNELLA LOUISE.....	Prince Edward.....	Farmville
ATKINSON, LILLIAN.....	Chesterfield	Nelwood
BAGBY, GILLETTE FLEET.....	King and Queen.....	Stevensville
BAILEY, JENNIE WYCHE.....	Sussex	Gray
BAILEY, MARY LOU.....	New Kent.....	Quinton
BAIRD, KEZIA ANNIE.....	Cumberland	Farmville
BALDWIN, KATHLEEN.....	Prince Edward.....	Farmville
BALDWIN, MAMIE FRIEND.....	Buckingham..	Farmville, R. F. D. No.4
BARHAM, ERCELLE IOLA.....	Southampton	Capron
BARNETT, KATHLEEN ARMSTRONG...	Roanoke	Catawba
BARSTOW, MARY C.....	Wise	Stonega
BASKERVILL, GORDON COLEMAN.....	Clifton Forge.....	71 Alleghany St.
BATTEN, FLORIE MARSHALL.....	Isle of Wight.....	Isle of Wight
BEALE, GRACE ISABEL.....	Williamsburg.....	Box 185
BEDINGER, CAMILLA BLANTON.....	Cumberland	Adriance
BELL, CARRIE LEE.....	Northampton	Marionville
BELL, GLADYS LURENE.....	Norfolk.....	116 N. Reservoir Ave.

<i>Name</i>	<i>County or City</i>	<i>Address</i>
BENDALL, GRACE EDMUNDS.....	Danville.....	212 S. Main St.
BENNETT, NANNIE L.....	Pittsylvania	Witt
BENNETT, VIRGINIA.....	Newport News.....	823 27th St.
BERRY, RUBY MARIE.....	Nottoway	Crewe
BERRYMAN, LIZZIE WARREN.....	Surry	Berryman
BERSCH, MARY CLARICE.....	Buckingham.....	Diana Mills
BIDGOOD, ANNIE VIRGINIUS.....	Petersburg.....	234 Hinton St.
BINNS, ESTELLE AMELIA.....	Newport News.....	122 27th St.
BLANCHARD, MARY WALLACE.....	Bristol.....	909 Cumberland St.
BLAND, ANNIE BOOTHE.....	King and Queen.....	West Point
BLAND, LILLIAN BEVERLEY.....	Buckingham	Sheppards
BLAKENSHIP, TELLIE E.....	Campbell	Naruna
BLAKENSHIP, VERNIE VASHTI.....	Campbell	Naruna
BLANTON, EMMA ELIZABETH.....	Prince Edward.....	Farmville
BLANTON, MARTHA KING.....	Prince Edward.....	Farmville
BLANTON, MARTHA VIRGINIA.....	Prince Edward.....	Farmville
BLANTON, MILDRED ELIZABETH.....	Prince Edward.....	Farmville
BLANTON, THELMA WILTSE.....	Prince Edward.....	Farmville
BLISS, CAROLINE HELEN.....	Prince Edward.....	Farmville
BOATWRIGHT, NELLIE TYLER.....	Fredericksburg...	Washington Avenue
BOOKER, MARION ELIZABETH.....	Amelia	Morven
BOTELEER, FRANCES E.....	Fauquier	Calverton
BOWIE, ELSIE LEE.....	Roanoke....	Roanoke, R. F. D. No. 1
BOWLES, MATTIE EUGENIA.....	Fluvanna	Tabscott
BOWMAN, VERA.....	Madison	Rochelle
BOWYER, IDA PEARL.....	Botetourt	Fincastle
BOXLEY, KATHERINE.....	Louisa	Trevilian
BOXLEY, LUCY LIPSCOMB.....	Louisa	Trevilian
BRAY, BEULA ADAMS.....	Halifax	Nathalie
BRAY, ELSIE LEE.....	Halifax	Nathalie
BRAY, OPHELIA SMITHER.....	Middlesex.....	Church View
BRIGGS, MAE ROYAL.....	Rappahannock	Amissville
BRINKLEY, FRANCES THOMPSON.....	Roanoke	Roanoke
BRISTOW, NELLIE TREVILIAN.....	Prince Edward.....	Farmville
BRITTON, KATHARINE STOCKDELL....	New York City.....	304 W. 112 St.
BRITTON, MARY AGNES.....	Smyth	Seven-Mile Ford
BROOKING, CORA ROGERS.....	Orange	Orange
BROOKING, MARY VIVIAN.....	Orange	Orange
BROOKS, ANNA LEE.....	Halifax	Nathalie
BROOKS, SAMMIE.....	Halifax	Nathalie
BROWN, ETHEL LOUISE.....	Petersburg.....	234 High St.
BROWN, MARGARET WOODS.....	Rockingham.....	Penn Laird
BROWNLEY, PEACHY VIRGINIA.....	Mathews.....	Port Haywood

<i>Name</i>	<i>County or City</i>	<i>Address</i>
BRUCE, BERRIE.....	Amelia	Chula
BRUCE, LOTTIE LEVERT.....	Lunenburg	Meherrin
BRUCE, MARY CORNELIA.....	Augusta	Crimora
BRUGH, PHEBE WHITNEY.....	Botetourt	Fincastle
BUCKNER, MARSHALL LEE.....	Orange.....	Raccoon Ford
BUGG, LILLIAN PAULETTE.....	Prince Edward.....	Farmville
BUGG, VIRGILIA IRVING.....	Prince Edward.....	Farmville
BULL, BEACH J.....	Accomac	Melfa
BULL, LOLA F.....	Accomac	Melfa
BURGER, LAURA AGNES.....	Prince Edward.....	Farmville
BURKE, ROSA BELLE.....	Amelia	Namozine
BURKS, FRANCES ALLEN.....	Campbell....	Gladys, R. F. D. No. 3
BURTON, LILLIAN MARGARET.....	King and Queen.....	Shacklefords
BURTON, MARY CLAIRE.....	Lynchburg.....	1703 Grace St.
BURTON, MARY OCHILTREE.....	Augusta	Parnassus
BYED, ADDIE MAMIE.....	Nansemond	Holland
BYRD, LILLIAN MAUD.....	Henry	Martinsville
BYRD, SYBELLE HOLT.....	Isle of Wight.....	Carrsville
CABANISS, SALLIE BELL.....	Pittsylvania	Byrdville
CALDWELL, ELIZABETH LORENA.....	Craig.....	New Castle
CALDWELL, ROSA BLACKFORD.....	Campbell	Concord
CANODY, LILLIE WATSON.....	Nelson.....	Tye River, R. F. D. No. 2
CARTER, ADELE VIRGINIA.....	Newport News	348 26th St.
CARTER, ALICE E.....	Fauquier	Warrenton
CARTER, ANNIE LEE.....	Prince Edward.....	Prospect
CARTEB, ELLA WOODING.....	Halifax	Houston
CARTER, OLIVE A.....	Halifax	Houston
CARUTHERS, CARRIE NINDE.....	King George.....	Alden
CAUTHORNE, FRANCES K.....	Essex	Bestland
CHARLTON, LIZZIE KIRBY.....	Pulaski	Draper
CHEATHAM, ANNIE BESSIE.....	Appomattox	Evergreen
CHITTUM, OLEVIA ENNIS.....	Rockbridge, Kerr's Creek, R.F.D.No.1	
CHRISMAN, HALLIE BRYARLY.....	Clarke.....	White Post
CHRISTIAN, FANNIE LOWRY.....	Manchester.....	509 W. 13th St.
CHRISTIAN, LETA RANDOLPH.....	Augusta....	Staunton, R. F. D. No. 2
CLARK, AZULA WALKER.....	Weldon, N. C.	
CLARK, MAY PEARL.....	Dinwiddie	Blickville
CLAY, MARGARET.....	Amherst	Pearch
CLAYBROOK, CHARLOTTE T.....	Lancaster	Kilmarnock
CLAYTON, FLORENCE MERRITT.....	Petersburg....	South Sycamore St.
CLEMENTS, GRACE TERRELL.....	Hanover.....	Beaver Dam Mills
CLUVERIUS, JENNIE MAY.....	King and Queen....	Little Plymouth

<i>Name</i>	<i>County or City</i>	<i>Address</i>
COCKE, ANNIE GERTRUDE.....	Charlotte.....	Red House
COLE, ANNIE TAYLOR.....	Spottsylvania	Fredericksburg
COLEMAN, MARY ESTHER.....	Appomattox.....	Spout Spring
COMPTON, MATTIE LEE.....	Warren.....	Front Royal
CONDREY, FANNIE WATKINS.....	Chesterfield	Winterpock
CONDUFF, ABBIE MAY.....	Floyd	Willis
COOPER, BESSIE.....	Franklin	Sontag
COPENHAVER, HATTIE VIRGINIA.....	Smyth	Seven-Mile Ford
CORNETT, LATTIE LEE.....	Grayson.....	Elk Creek
CORR, ANNIE E.....	Caroline	Goodloes
COTTON, MARY S.....	Nansemond	Chuckatuck
COX, HATTIE REBECCA.....	Prince Edward.....	Farmville
CREEKMORE, GEORGIA MAE.....	Norfolk.....	218 Rose Ave.
CREEKMUR, SUE ELMA.....	Norfolk.. Portsmouth, R. F. D. No. 2	
CREWS, LUCY MERRITT.....	Mecklenburg	Norvello
CRITTENDEN, MERLE COOPER.....	Fauquier	Morrisville
CROWDER, LUCILLE HAROD.....	Dinwiddie	Truitt
CUTCHINS, MARY ZULINE.....	Southampton	Franklin
DAFFAN, LULA J.....	Culpeper	Culpeper
DAVIDSON, MABEL WOODSON.....	Rockbridge	Lexington
DAVIDSON, WIRT.....	Lee	Jonesville
DAVIES, ELVA ELIZABETH.....	Campbell	Evington
DAVIS, ALICE E.....	Elizabeth City.....	Hampton
DAVIS, ESTHER LEONORA.....	Albemarle	Shafter
DAVIS, FRANCES WATKINS.....	Prince Edward.....	Farmville
DAVIS, MARGARET MORTON.....	Prince Edward.....	Farmville
DAVIS, MARY KYLE.....	Culpeper	Eggboonville
DAVIS, MILDRED MAY.....	Dinwiddie	Blackstone
DAVIS, SUDIE PATE.....	Halifax	Birch
DELP, ANNA R.....	Grayson.....	Elk Creek
DELP, LILLIAN VIRGINIA.....	Grayson.....	Elk Creek
DIEDRICH, IDA MAY.....	Sussex	Waverly
DILLON, ELLA THERESA.....	Prince Edward Pamplin, R. F. D. No. 2	
DRINKARD, SALLIE W.....	Appomattox	Appomattox
DRUMMOND, HELEN.....	Powhatan	Clayville
DULANEY, WILLIE B.....	Greene	Borneo
DUNCANSON, ANNA LETH.....	Henrico.....	Barton Heights
DUNLAP, ISABELLE WALLACE.....	Rockbridge.....	Kerr's Creek
DUNTON, BELLE SARAH.....	Northampton	Bird's Nest
DUPUY, MARY PURNELL.....	Prince Edward.....	Worsham
DUVALL, JANET AMANDA.....	Prince Edward.....	Farmville
DuVAL, CASSIE LOUISE.....	Buckingham	Arvonja

<i>Name</i>	<i>County or City</i>	<i>Address</i>
EARMAN, LENA A.....	Rockingham	Keezletown
EDWARDS, SALLIE CLARE.....	Nansemond	Holland
ELCAN, LUCY IRVING.....	Buckingham	Sheppards
ELDER, MARY ELIZABETH.....	Lynchburg	821 Madison St.
ELLIOTT, MAYME LOUISE.....	Elizabeth City	Rip Raps
ENOS, MARION VIRGINIA.....	Mathews	Traders
EPES, MARTHA ELIZABETH.....	Dinwiddie	Dinwiddie
EVANS, CARRIE FLOYD.....	Middlesex	Urbanna
EVANS, VIOLA ADELAIDE.....	Lunenburg	Hollydale
EVERETTE, ANNIE ELIZABETH.....	Greensville	Belfield
EVERETTE, EULA SEBRELL.....	Greensville	Belfield
EVERETT, MARY ELIZBETH.....	Nansemond	Driver
FALWELL, EUGENIA.....	Lynchburg	424 Main St.
FARLEY, MABEL LIVINGSTONE.....	Prince Edward	Rice, R. F. D. No. 3
FARISH, EMMA STOCKTON.....	Albemarle	Rivanna
FITCHETTE, FLORA LEAH.....	Northampton	Cheapside
FITCHETTE, MISSOURI TROWER.....	Northampton	Cheapside
FITZGERALD, GERALDINE.....	Danville	1004 N. Main St.
FITZGERALD, MARY E.....	Pittsylvania	Elba
FITZGERALD, SALLIE TAZEWELL.....	Richmond	114 E. Cary St.
FLOURNOY, ISABELLE CABELL.....	Charlotte	Charlotte
FORD, ANNIE LOUISE.....	Warren	Front Royal
FOSTER, IVA MACFARLANE.....	Prince Edward	Farmville, R.F.D. No. 3
FOSTER, LEVERNA.....	Cumberland	Guinea Mills
FOSTER, MABEL ELIZABETH.....	Mathews	Cardinal
FOSTER, MARY ELLEN.....	Mathews	Hudgins
FREEMAN, GRACE S.....	Culpeper	Culpeper
FRETWELL, MATTIE BELLE.....	Augusta	New Hope
FRIEND, ELIZA H.....	Charlotte	Drakes Branch
FULTON, KATE PENN.....	Patrick	Critz
GARBEE, FLORENCE ESTHER.....	Campbell	Lawyers
GARNETT, MARY GLADYS.....	Prince Edward	Rice, R. F. D. No. 2
GARRETTE, AGNES ROYAL.....	Powhatan	Ballsville
GARRETT, ANNIE LELIA.....	Cumberland	Cumberland
GARRETT, ANNIE LEONORA.....	Cumberland	Cumberland
GARRETTE, SADIE IVEY.....	Cumberland	Cumberland
GARRISON, VIRGINIA McBLAIR.....	Norfolk	226 Raleigh Ave.
GARROW, ANNIE GRAY.....	Warwick	Denbigh
GAY, MARY WILLIAMS.....	Mecklenburg	Baskerville
GENTRY, BLANCHE MADELEINE.....	Chesterfield	Petersburg
GILLIAM, JANIE LOGAN.....	Appomattox	Pamplin, R. F. D. No. 1

<i>Name</i>	<i>County or City</i>	<i>Address</i>
GILLIAM, LENA MILLER.....	Prince Edward.....	Farmville
GILLIAM, MAGGIE NEVILLE.....	Buckingham	Toga
GILLS, BESSIE POINDESTER.....	Botetourt	Buchanan
GLASGOW, OTELIA McNUTT.....	Rockbridge.....	Buena Vista
GLEAVES, ALINE.....	Wythe.....	Cripple Creek
GLOVER, SUSIE.....	Buckingham....	Farmville, R. F. D.
GOODWIN, SALLIE LOUISE.....	Richmond.....	1226 W. Carey St.
GORDON, ADA BERRIE.....	Madison	Madison
GRAHAM, BELLE EDWIN.....	Fairfax	Fairfax
GRAHAM, GERALDINE.....	Nottoway	Crewe
GRAHAM, GRACE NORA.....	Wise.....	Big Stone Gap
GRANDY, ALICE HINTON.....	Warwick.....	Newport News
GRAVES, AVA ANTHONY.....	Pittsylvania.....	Sandy Level
GRAY, IDA EVELYN.....	Caroline	Woodford
GREER, EDITH HAZEL.....	Mecklenburg.....	Chase City
GRENELS, EFFIE MYRTLE.....	Middlesex	Wake
GRIFFIN, HARRIET LUCINDA.....	Bristol.....	109 Solar St.
GRIFFITH, MABEL EUDORA.....	Alleghany	Ben
GRUBBS, ADA BLANCHE.....	Hanover...Richmond, R. F. D. No. 1	
GRUBBS, ALICE LOUISE.....	Surry	Dendron
GWALTNEY, MARY LAYNE.....	Surry.....	Old Mill
GWALTNEY, VIVIAN.....	Surry	Anchor
HAIGHT, ELIZABETH BARLOW.....	Fairfax	Fairfax
HAIGHT, HELEN HILL.....	Fairfax	Fairfax
HAMNER, EVELYN READ.....	Roanoke	Vinton
HANNABASS, HENRIE MAUDE.....	Franklin	Kennett
HANNAH, PATTIE VIRGINIA.....	Arboreale, W. Va.	
HARBARGER, MARGARET CHESLEY....	Alleghany	Covington
HARDY, LULA VINCENT.....	Amelia.....	Beaver Pond
HARDY, MARGARET LOUISE.....	Mecklenburg.....	Chase City
HARPER, ALMA ROSS.....	Pulaski	Draper
HARPER, MARY RUTH.....	Pulaski	Draper
HARRIS, ALMA VIOLET.....	Spottsylvania.....	Hicks Store
HARRIS, IRMA FOSTER.....	Prince Edward.....	Pamplin
HARRISON, EMILY MARGARET.....	Dinwiddie.....	Harpers Home
HARRISON, EMMA BURKS.....	Madison	Madison
HARRISON, ISABELLE WILLIAMS.....	Powhatan	Vinita
HARVEY, MARY INDIA.....	Campbell.....	Spring Mills
HARVEY, MILDRED FRANCES.....	Appomattox	Oakville
HARVEY, SALLIE VIRGINIA.....	Nelson	Bryant
HARWOOD, JANIE STUART.....	Appomattox	Pamplin
HASKINS, AVA WILLING.....	Richmond.....	515 N. 11th St.

LIST OF STUDENTS

129

<i>Name</i>	<i>County or City</i>	<i>Address</i>
HASSELL, IDA VIOLA.....	Newport News.....	105 27th St.
HATCH, ELIZABETH MARSHALL.....	Charlotte.....	Drakes Branch
HATCHER, LELIA BELLE.....	Bedford.....	Penicks
HATCHETT, VELMA O.....	Lunenburg.....	McFarlands
HAWTHORNE, LIZZIE.....	Lunenburg.....	Whittles Mill
HAYNES, ELIZABETH.....	Franklin.....	Penhook
HAYNES, SADIE LOUIS.....	Franklin.....	Penhook
HEATH, LUCY MARY.....	Campbell.....	Naruna
HEDRICK, BLANCHE LAMAR.....	Giles.....	Bane
HESSE, SARAH MAE.....	Augusta.....	Steeles Tavern
HEWITT, JOE HAY.....	.....	Maysville, N. C.
HINER, LUCY CRAWFORD.....	Augusta.....	Parnassus
HISCOCK, MARY CATHERINE.....	Dinwiddie.....	Church Road
HITE, IDA FLOYD.....	Mecklenburg.....	South Hill
HIXSON, LYDIA V.....	Loudoun.....	Aldie
HODGES, INDIA LENA.....	Pittsylvania.....	Chatham
HOLLAND, ANNIE BOLEYN.....	Louisa.....	Poindexter
HOLLAND, MARIE LOUISE.....	Isle of Wight.....	Windsor
HOMES, LAURA COGBILL.....	Mecklenburg.....	Boydton
HOPKINS, EMMA ROSETTA.....	Barton Heights.....	502 Miller Ave.
HORNER, MARY PICKETT.....	Lynchburg.....	919 Harrison St.
HOWARD, CLARA BERNICE.....	Pulaski.....	Delton
HOY, MARTHA ALBINE.....	Charlotte.....	Charlotte
HUBBARD, ESTELLE BARTON.....	Charles City.....	Roxbury
HUBBARD, ETHEL BRADLEY.....	Charles City.....	Roxbury
HUDSON, MARY MARGUERITA.....	Orange.....	Lahore
HUNTER, CARRIE OLIVIA.....	Appomattox.....	Appomattox
HURD, WILLIE AYRES.....	Prince Edward.....	Farmville
HURDLE, MARY LILLIAN.....	Norfolk.....	Berkley, R. F. D. No. 3
HURDLE, NELLE BENTON.....	Norfolk.....	Berkley, R. F. D. No. 3
HURT, MABEL CLAIRE.....	Roanoke.....	Salem
HUTTER, IMOGEN GORDON.....	Campbell..	Lynchburg, R. F. D. No. 1
JAMISON, ELEANOR NEALE.....	Roanoke.....	Salem
JENNINGS, ETHELLENA.....	Smyth.....	Camp
JERDONE, ANN LOUISE.....	Orange.....	Orange
JOHNS, SARAH HATCHER.....	Buckingham.....	Farmville
JOHNSTON, NETTIE M.....	Rockbridge.....	Murat
JONES, ANNA SHELL.....	Lunenburg.....	Brydie
JONES, ANNA LOUISE.....	Buckingham.....	Sheppards
JONES, BESSIE GORDON.....	Prince Edward.....	Farmville
JONES, BESSIE GREY.....	Henry.....	Martinsville

<i>Name</i>	<i>County or City</i>	<i>Address</i>
JONES, BYRDIE MAY.....	Fauquier	Morrisville
JONES, CHARLIE RICHARD.....	Prince Edward.....	Farmville
JONES, ELLA MANSON.....	Lunenburg	Brydie
JONES, EMMA BROADUS.....	Culpeper	Raceoon Ford
JONES, FLORIDA.....	Nansemond	Beamon
JONES, KATE NATELIA.....	Dinwiddie	McKenney
JONES, MATTIE HARRIS.....	Lunenburg	Brydie
JONES, MARY HESTER.....	Highland	Doe Hill
JONES, MARY WILLIAM.....	Mecklenburg	Kimono
JONES, LILLIAN BERLIN.....	Clarke	Berryville
JONES, MARIAM AGNEW.....	Nottoway	Crewe
JONES, STELLA ANNA.....	Orange	Rocky Run
JONES, SUSAN ELDRIDGE.....	Buckingham	Warren
JORDAN, CARRIE LEE.....	Wythe.....	Foster Falls
JORDAN, HELEN CHAPPELL.....	Alleghany.....	Clifton Forge
JORDAN, LEONA HOWE.....	Wythe	Foster Falls
JUSTIS, BEULAH J.....	Accomac	Modesttown
KABLER, LUCY PEYTON.....	Campbell.....	Bedford Springs
KAY, LUCY M.....	Caroline	Alps
KELLY, BESS BROWN.....	Giles	Attoway
KELLY, JOSEPHINE HULL.....	.....	Bristol, Tenn.
KENT, MARY EMMA.....	Halifax	Ingram
KIDD, MARY ANN.....	Prince Edward ..	Darlington Heights
KILMON, NETTIE THELMA.....	Northampton	Jamesville
KING, MARIETTA.....	Isle of Wight.....	Windsor
KING, SALLIE.....	Botetourt	Troutville
KIZER, RUTH JOSEPHINE.....	Roanoke	Salem
KNOTT, MARY KATHERINE.....	Dinwiddie.....	Church Road
LABoyTEAUX, ETHEL SCOTT.....	.....	Charles Town, W. Va.
LAIRD, CASSIE.....	Tazewell	Tazewell
LANCASTER, ANNIE LEITCH.....	Hanover	Ashland
LANE, EDITH GERTRUDE.....	Surry	Runnymede
LAREW, MARY WILSON.....	Augusta....	Staunton, R. F. D. No. 1
LARUE, MAIDIE MCKINNEY.....	Bath.....	Warm Springs
LASHLEY, FANNIE PRINCE.....	Brunswick	Newell
LEE, LULA REBECCA.....	Greensville	Emporia
LEE, SUSIE A.....	Fauquier	Bristersburg
LEFTWICH, ANNIE OTTOWA.....	Campbell	Evington
LEWELLING, EMILY.....	Hampton....	253 Newport News Ave.
LIGON, MYRTLE WHITE.....	Cumberland	Farmville

<i>Name</i>	<i>County or City</i>	<i>Address</i>
LIGON, SUSIE M.....	Prince Edward	Farmville
LILLY, SARAH ETHEL.....	Mathews	Diggs
LINKOUS, WINNIE RACHEL.....	Montgomery	Cambria
LIVESAY, BEULAH FRANCES.....	Prince George.....	Disputanta
LONG, EMMA ELIZABETH.....	Jackson, N. C.	
LOVELACE, SALLIE.....	Halifax.....	South Boston
McCLINTIC, ARCHIE BELLE.....	Bath	Shanklin
McCLINTIC, BLANCHE BONNER.....	Bath	Shanklin
McCRAW, CAROLIENE WOOLFOLK.....	Halifax	Nathalie
McCRAW, RICHIE S.....	Halifax	Nathalie
McGEHEE, LILA HASKINS.....	Prince Edward.....	Charlotte, R.F.D.No. 1
McKEE, MAUD.....	Washington.....	Glade Spring
MARCUSON, CORNELIA.....	Brunswick	Zero
MARSTON, ANNIE ELIZABETH.....	James City.....	Toano
MATTHEWS, PEARL DUNTON.....	Brunswick	Meredithville
MAUZY, MARTHA SCOTT.....	Highland	Monterey
MAUZY, MOLLIE.....	Highland	Monterey
MAXEY, LAURA ELLEN.....	Buckingham	Ransons
MERRYMAN, FANNIE CATHERINE.....	Campbell	Rustburg
MILLER, MARY HILLIE.....	Mathews	Susan
MILLER, RUBY HUDGINS.....	Mathews	Susan
MILLS, ETHEL L.....	Manchester.....	500 W. 12th St.
MINKLE, LAURA ANN.....	Cumberland.....	Raines, R. F. D. No. 1
MINOR, EDITH CRYSTAL.....	King and Queen.....	Owenton
MINOR, LILLIAN.....	.....	Oxford, N. C.
MINOR, MATTIE PEARL.....	King and Queen.....	Owenton
MINTER, ANNIE BERNICE.....	Fluvanna	Stearnes
MOON, MARY AYER.....	Pittsylvania	Chatham
MOORE, MAY JONES.....	Sussex	Jarrett
MOORE, M. ELIZA.....	.....	Dunmore, W. Va.
MORAN, MABELLE MAUDE.....	Albemarle.....	Miller School
MORRIS, HANNAH MOORE.....	Albemarle	Charlottesville
MORRISON, MARY MELVILLE.....	Clarke	Berryville
MOSS, DAISY MURIEL.....	Appomattox.....	Vera, R. F. D. No. 1
MOWBRAY, MARY LAUNCELOT.....	Botetourt	Fincastle
MURFEE, SALLIE VIDA.....	Southampton.....	Boykins, R. F. D. No. 1
MURPHY, CARRIE E.....	Wise	Norton
MURPHY, MYRTLE BELLE.....	Isle of Wight.....	Magnet
MURRAY, ELIZABETH BOOTHE.....	Norfolk.....	32 Boissevain Ave.
MUSE, VALMA COUNTESS.....	Essex	Ozeana
MYERS, MAYMIE OLIVE.....	Pittsylvania	Whitemell

<i>Name</i>	<i>County or City</i>	<i>Address</i>
NANCE, LOU WARREN.....	Charles City.....	Charles City
NELSON, ELLIE CLARK.....	Halifax	Scottsburg
NELSON, VIRGINIA LAFAYETTE.....	Halifax	Scottsburg
NETHERLAND, MARY VIRGINIA.....	Powhatan	Sunny Side
NEWBY, GEORGIA WARD.....	Alexandria....	223 W. St. Asaph St.
NICOL, MARY BELL.....	Loudoun	Sterling
NIDERMAIER, ANTOINETTE.....	Giles.....	Poplar Hill
NIDERMAIER, BLANCHE KING.....	Giles.....	Poplar Hill
NIDERMAIER, JESSIE.....	Giles.....	Poplar Hill
NOEL, BESSIE MERCEDES.....	Prince Edward	Farmville
NOELL, SUSIE PRICE.....	Franklin	Kennett
NUNNELLY, CARRIE EVELYN.....	Nottoway..	Blackstone, R. F. D. No. 1
OBRNSHAIN, FLORENCE.....	Roanoke.....	407 14th Ave., S. W.
O'BRIEN, ADA EVANGELINE.....	Appomattox.....	Appomattox
O'BRIEN, MARY ELIZABETH.....	Appomattox.....	Appomattox
OLIVER, ALICE MAE.....	Southampton	Franklin
OSBORNE, EMMA SUE.....	Halifax	Ingram
OWEN, FANNIE LOUISE.....	Prince Edward.....	Green Bay
OWENS, ESTHER OTEMAN.....	Richmond.....	2014 Fairmont Ave.
PALMER, JULIA MARIONETTE.....	Gloucester	Glenns
PARSONS, WINNIE ETHEL.....	Accomac	Atlantic
PATESON, ANNIE FIELD.....	Buckingham	Ranson
PATESON, ELLA J.....	Buckingham	Ranson
PAULETT, ELIZABETH HOGE.....	Prince Edward.....	Farmville
PAULETT, HARRIET CRUTE.....	Prince Edward	Farmville
PAULETT, JULIA MAY.....	Prince Edward	Farmville
PAULETTE, VIRGINIA BEAUREGARD....	Prince Edward	Farmville
PAXTON, MARY MCFARLAND.....	Rockbridge	Glasgow
PECK, REBEKAH.....	Botetourt	Fincastle
PENNYBACKER, KATHERINE.....	Rockingham	Broadway
PERROW, URANIA VIRGINIA.....	Norfolk.....	116 Warren Crescent
PETERS, LENA.....	Bedford	Chamblissburg
PETERSON, MABEL EVA.....	Norfolk.....	Berkley, R. F. D. No. 3
PETTUS, BESSIE BROWN.....	Charlotte	Keysville
PERKINS, MARY ROBERTSON.....	Caroline	Dawn
PERRY, KATHERINE FLEET.....	Culpeper	Culpeper
PHILLIPS, IDA CURLE.....	Elizabeth City.....	Hampton
PHILLIPS, IRMA ELIZABETH.....	Mecklenburg	Baskerville
PIERCE, MARY CLOPTON.....	Charles City.....	Wilcox Wharf
POOLE, AILEEN.....	Lancaster	Molusk
POOLE, CLARA ALBERTA.....	Prince Edward.....	Farmville

<i>Name</i>	<i>County or City</i>	<i>Address</i>
POTTAGE, MARGARET K.....	Halifax.....	News Ferry
POTTS, HELEN ARDELIA.....	New Kent.....	Barhamsville
POWELL, ANNIE HOLMES.....	Halifax	Lennig
POWELL, MATTIE ELIZABETH.....	Rockingham	Montevideo
POWELL, SUSIE JEANNETTE.....	Greensville	Emporia
PRATT, MARIE EMELINE.....	Prince Edward.....	Farmville
PRATT, MARY WILSON.....	Prince Edward.....	Farmville
PRATT, TRENT MOSELEY.....	Prince Edward.....	Farmville
PRICE, ALEAN.....	Franklin	Wirtz
PRICE, BESSIE HASKINS.....	Prince Edward.....	Farmville
PRICE, FANNIE HARRISON.....	Prince Edward.....	Farmville
PRICE, MILDRED TURNER.....	Franklin.....	Dillon's Mill
PULTZ, MAMIE E.....	Rockbridge	Lexington
PURYEAR, LILLIAN BLANCHE.....	Hanover	Farrington
PUTNEY, MAMIE WALTON.....	Cumberland.....	Guinea Mills
QUESSENBERRY, LOUBA ADA.....	Floyd	Willis
RANSON, NANNIE FRANKLIN.....	Prince Edward.....	Farmville
RAWLINGS, FLORENCE BAKER.....	Fredericksburg.....	112 Charles St.
READ, MARY BRUMFIELD.....	Henry	Spencer
READER, MABEL.....	Princess Anne.....	Lynnhaven
READER, MARY EUGENIA.....	Princess Anne.....	Lynnhaven
REDD, HARDINIA TAYLOR.....	Hanover	Doswell
REDD, RUTH.....	Halifax	Sutherland
REED, ANNIE LEE.....	King William.....	Aylett
REED, MARY JOSEPHINE.....	Washington.....	Meadow View
REED, MARY PEACHIE.....	King William.....	Aylett
REED, NANNIE PEMBERTON.....	Norfolk.....	110 Westover Ave.
RICE, LILLIAN ESTELLE.....	Prince Edward.....	Farmville
RICE, MAY WEBSTER.....	Prince Edward.....	Farmville
RICE, RUTH STUART.....	Appomattox	Pamplin
RICHARDSON, BETTIE THOMAS.....	Middlesex	Churchview
RICHARDSON, CARTER, ARBELA.....	New Kent.....	Barhamsville
RICHARDSON, CELESTE BUSH.....	Prince Edward.....	Farmville
RICHARDSON, MILDRED RIVES.....	Prince Edward.....	Farmville
RICHARDSON, RUTH SMITH.....	Middlesex	Churchview
RICHESON, KATHERINE M.....	Amherst	Amherst
RICKS, BLANCHE VIOLET.....	Alleghany	Covington
RIVES, ELLEN.....	Dinwiddie.....	Guns Hill
ROBERTS, FLORENCE GENE.....	Halifax	Houston
ROBERTS, SUSIE BOYD.....	Charlotte	Duprees
ROBERTSON, LELIA EGGLESTON.....	Prince Edward.....	Farmville

<i>Name</i>	<i>County or City</i>	<i>Address</i>
ROBERTSON, MARY LEE.....	Franklin	Calloway
ROBINS, LUCY ELIZABETH.....	Gloucester	Money
RODES, ETHEL BIBB.....	Nelson	Bryant
RODES, HALLIE BERTRAN.....	Nelson	Bryant
ROGERS, ADA CHAPPELL.....	Amelia	Kempis
ROGERS, ANICE J.....	Surry	Ruffins
ROGERS, EDITH.....	Nelson	Lovingston
ROGERS, MAUD AUGUSTA.....	Fairfax	Lewinsville
ROSE, NORMA GERTRUDE.....	Mecklenburg.....	South Hill
ROSSON, LENA GERTRUDE.....	Louisa	Trevilian
ROWE, MAYMIE MORRIS.....	Hampton.....	260 Victoria Ave.
RUFFIN, SUE.....	Charles City.....	Westover
SADLER, MARY FRANCES.....	Fluvanna	Wilmington
SAMPSON, BESSIE ELEANOR.....	Manchester.....	1197 Decatur St.
SANDIDGE, ETHEL LEE.....	Lynchburg.....	414 Harrison St.
SAUNDERS, MARTHA ROBERTA.....	Newport News.....	222 49th St.
SAVAGE, KARLIE.....	Norfolk.....	212 Claiborne Ave.
SAVILLE, JUDITH.....	Rockbridge	Murat
SAVILLE, KATHLEEN.....	Rockbridge	Murat
SCATES, CARRIE LENA.....	Pittsylvania.....	Sandy Level
SCOTT, IDA SUBLETT.....	Prince Edward.....	Millbank
SCOTT, KATHERINE MERRIWETHER.....	Buckingham	Howardsville
SCOTT, PEARL AUGUSTA.....	Bedford	Robertson
SEAL, RITA MUNDY.....	Orange	Nasons
SEAMAN, ELEANOR L.....	Caroline	Goodloes
SEGAR, LUCY GREY.....	Middlesex	Warner
SHAFFER, LETTIE H.....	Wythe.....	Max Meadows
SHELTON, MARY SUSANNA.....	Hampton.....	212 Fulton St.
SHELTON, SARAH ALDINE.....	Richmond.....	709 E. Franklin St.
SHEPARD, AGNES RUTH.....	Buckingham.....	Guinea Mills
SHEPARD, BLANCHE GARLAND.....	Buckingham.....	Guinea Mills
SHEPARD, MARY WILSON.....	Buckingham.....	Guinea Mills
SHOCKEY, RHODA FLORENCE.....	.....	McComas, W. Va.
SHORTER, MARY MARGUERITE.....	Charlotte	Taro
SHORTT, RENA J.....	Floyd.....	Floyd. R. F. D. No. 1
SHREVE, ANNA MARIE.....	Fairfax	Burke
SHUGERT MARIA THORNTON.....	Clarke	Berryville
SHUMATE, ADDIE MARGUERITE.....	Giles.....	Glen Lynn
SIMMONS, LILLIAN LAVINIA.....	Wythe.....	Max Meadows
SINCLAIR, GEORGIA WRAY.....	Gloucester	Naxera
SLAUGHTER, JANE C.....	Culpeper	Mitchells
SLEDD, MARION DUNDENA.....	Powhatan	Dispatch

<i>Name</i>	<i>County or City</i>	<i>Address</i>
SMITH, ANNIE ELIZABETH.....	Warwick	Denbigh
SMITH, BETTIE GAY.....	Prince Edward.....	Farmville
SMITH, ELIZABETH L.....	Nottoway	Crewe
SMITH, ETHEL HENSON.....	Cumberland	Farmville
SMITH, LIZZIE WHITWORTH.....	Prince Edward.....	Prospect
SMITH, MABELLE MUIR.....	Petersburg.....	205 E. Liberty
SMITH, MEDORA PATTI.....	Cumberland.....	Stony Point Mills
SMITH, NELLIE BLACKWELL.....	Prince Edward.....	Farmville
SNELL, CLARA LOUISE.....	Charlotte.....	Rolling Hill
SNOW, CHILOE DE SHIELDS.....	Northumberland	Heathsville
SOUTHALL, ALBERTA MAUDE.....	Danville.....	600 N. Main St.
SOUTHALL, ELEANOR TRAVIS.....	Danville.....	600 N. Main St.
SPAIN, JULIA CALHOUN.....	Dinwiddie	Sutherland
SPANGLER, MYRTLE.....	Giles	Glen Lynn
SPENCER, BESSIE LEE.....	James City.....	Williamsburg
SPENCER, MARY HENLEY.....	James City	Williamsburg
SPENCER, MARY VILLA.....	Stafford	Falmouth
SPENCER, MOLLIE SUE.....	Buckingham	Andersonville
STARLING, HALLIE BROWN.....	Henry	Lone Oak
STEED, HELEN MILDRED.....	Brunswick..	Warfield, R. F. D. No. 1
STERRETT, AMELIA ALEXANDRIA.....	Rockbridge.....	Rockbridge Baths
STEPHENS, MARY MOSBY.....	Montgomery	Cambria
STEVENS, MAUDE ALMA.....	Lynchburg.....	West Lynchburg
STEVENSON, FLORENCE.....	Roanoke.....	802 13th St. S. W.
STILL, EVELYN.....	Pittsylvania	Vance
STONE, ANNIE LAURIE.....	Prince Edward.....	Farmville
STONE, LUCIE LEE.....	Princess Anne	Back Bay
STONE, SUSAN JANE.....	Culpeper	Lignum
STONER, WILLIE FRANCES.....	Rockbridge	Sherwood
STROTHER, LUCY MORDECAI.....	Chesterfield	Chester
STUART, SARAH VIRGINIA.....	Prince Edward.....	Farmville
STUBBS, MARY MARION.....	Gloucester	Pinetta
SUTHERLAND, ELIZABETH ANDERSON..	Prince Edward.....	Farmville
SUTHERLIN, LULA.....	Halifax	Sutherlin
TATUM, MARY HUNTER.....	Patrick.....	Stuart, R. F. D. No. 1
TAYLOR, CATHERINE HETH.....	Chesterfield	Manchester
TAYLOR, MAGGIE AUSTIN.....	Bedford....	Lynchburg, R. F. D. No. 4
TERRELL, LUCYE E.....	Essex	Ullainee
THOM, ANNE PARKER.....	Norfolk.....	192 Bute St.
THOMAS, EOLINE KATHERINE.....	Pittsylvania	Banister
THOMPSON, ALICE.....	Prince Edward.....	Farmville
THOMPSON, MARJORIE SCHAU.....		Bluefield, W. Va.

<i>Name</i>	<i>County or City</i>	<i>Address</i>
THORNHILL, ANNIE MOSELEY.....	Appomattox	Pamplin
THORNTON, FLOSSIE.....	Appomattox	Pamplin
THORPE, LOTTIE LEE.....	Henrico.....	Richmond, R. F. D. No. 2
TINSLEY, DORA VIRGINIA.....	Culpeper.....	Crooked Run
TOMS, ELAINE MCKAY.....	Knoxville, Tenn. 1613 E. Jackson Ave.	
TOWNES, MARY MYRTLE.....	Charlotte.....	Drakes Branch
TRAYLOR, MARY VIRGINIA.....	Prince Edward.....	Farmville
TRENT, GRAHAM FRANCES.....	Buckingham	Andersonville
TREVILIAN, MABEL CLARICE.....	Middlesex.....	Locust Hill
TRICE, ELIZABETH.....	Goochland	Haydensville
TUCKER, MARY LOUISE.....	Lynchburg.....	613 5th St.
TUCKER, SARA MILDRED.....	Amherst	Sandidges
TURPIN, MARY ELIZABETH.....	Mecklenburg	Boydton
UMPHLET, NANNIE.....	Nansemond	Whaleysville
WAITE, MINNIE ROBERTA.....	Sussex	Waverly
WALKER, EDNA MELVILLE.....	Fairfax.....	Fairfax, R. F. D. No. 2
WALKER, MAUD.....	Prince Edward.....	Farmville
WALKUP, NANCY WYNDHAM.....	Botetourt	Gala
WALLER, MARY DUNCAN.....	Norfolk.....	154 Duke St.
WALLER, ROBERTA L.....	Spottsylvania	Goodloes
WALTERS, EVA MEBANE.....	Charlotte	Charlotte
WALTMAN, NINA MARY.....	Chesterfield.....	Moseley's Junction
WALTON, EMMA LOCKETT.....	Prince Edward.....	Farmville
WABBURTON, LUCY A.....	Williamsburg.....	Nicholson Ave.
WARD, EMILY SUSAN.....	Norfolk.....	711 Highland Ave.
WARE, ALICE BOWDEN.....	James City.....	Williamsburg
WARREN, JOSIE B.....	Accomac	Modesttown
WARRINER, CLEMINTINA CABELL.....	Amelia	Jetersville
WATKINS, E. ZENELLA.....	Botetourt..	Troutville, R. F. D. No. 2
WATKINS, EUNICE LEGRANDE.....	Chesterfield	Midlothian
WATKINS, KATE FRIEND.....	Danville	403 Chestnut St.
WATKINS, MARGUERITE IRVING.....	Prince Edward.....	Farmville
WATKINS, MARTHA LOIS.....	Chesterfield	Midlothian
WATKINS, MARY VENABLE.....	Charlotte	Charlotte
WATSON, LUCILLE ADELIA.....	Prince Edward..	Darlington Heights
WATSON, VEDAH MAY.....	Prince Edward..	Darlington Heights
WATTS, LANORA JANE.....	Amherst.....	Monroe, R. F. D. No. 1
WATTS, SALLIE DAWSON.....	Amherst	Monroe
WATTS, RUTH DILLARD.....	Amherst	Amherst
WEST, MATTIE LYLE.....	Louisa	Trevilian
WHITACRE, BERTHA BELLE.....	Frederick	Whitacre

<i>Name</i>	<i>County or City</i>	<i>Address</i>
WHITACRE, KATHRYN WHELAN.....	Fairfax	Fairfax
WHITE, MARGARET ROBINSON.....	Rockbridge	Lexington
WHITE, MARY CASSIE.....	Pittsylvania	Chatham
WHITWORTH, ELIZABETH H.....	Halifax	Scottsburg
WILDER, HAPPY.....	Halifax	South Boston
WILKERSON, IVA N.....	Nansemond	Chuckatuck
WILKINSON, ANNIE PERRY.....	Lunenburg	Nebletts
WILKINSON, DELLA.....	Prince Edward.....	Farmville
WILLIAMS, MAE.....	Fairfax.....	Pleasant Valley
WILLIAMS, MOODIE ELIZABETH.....	Montgomery	Cambria
WILLIAMSON, MARY HENRY.....	Nansemond	Driver
WILLIS, MATTIE SPENCER.....	Northampton	Cheapside
WILSON, LILLIAN LEIGH.....	Prince Edward.....	Farmville
WILSON, MARY HOWARD.....	Prince Edward.....	Farmville
WINFREE, ETHEL T.....	Chesterfield	Swansboro
WINGATE, PEARL AGNES.....	Grayson	Fox, R. F. D.
WINGO, GERMANIA JUDSON.....	Prince Edward.....	Farmville
WISE, MARY ARINTHIA.....	Northampton	Dalbys
WITT, ANNIE BRENT.....	Nelson	Roseland
WOOD, MARY HANNAH.....	Chesterfield	Swansboro
WOODSON, LILLIAN PAGE.....	Norfolk.....	Port Norfolk
WOODSON, MABEL HARRIS.....	Lynchburg.....	2609 Fifth Ave.
WOODWARD, VIRGINIA RATCLIFFE.....	New Kent.....	Barhamsville
WRIGHT, BETTIE CAMPBELL.....	Essex	Tappahannock
WYCHE, MATTIE ELIZABETH.....	Greensville	Emporia
WYNNE, BESSIE MAY.....	York	Dare
ZEHMER, SADIE CABANISS.....	Dinwiddie	McKenney
ZIRKLE, HELEN E.....	Winchester.....	22 S. Loudoun St.

TRAINING SCHOOL

KINDERGARTEN.

FIRST YEAR.

ANDERSON, VIRGINIA
BUCHANAN, CARRINGTON
COBB, CLARA
COX, RUTH
CRAWLEY, ROBERT
DAVIS, WILLIAM
DAHL, LOUIS
FOSTER, KATHRYN
GILLS, DOUGLASS
HART, SCOTT
HATCHER, MARY KERN
JEHNE, LEDDIE
JONES, JANIE
LIPSCOMB, REBEKAH
LINDSEY, VIRGINIUS
MESSENGER, LOREN
WALL, VIRGINIUS
WALTON, DOROTHY

SECOND YEAR.

ANDERSON, LAURA
ANGLEA, CELESTE
CLARK, EMILY
DAVIS, JOHN
DAHL, DALLAS
GILLS, LOUISE
HACKETT, MAUDE
LEWIS, MARY
MILLIDGE, DE BLOIS
MINKEL, LILLIAN
OSBOURN, ELBERT
PUTNEY, WALTER
RICE, MARY
VENABLE JACQUELAINE
WATKINS, JANIE

FIRST GRADE.

ATKINSON, VIRGINIA
CARTER, ELIZE
COX, BEN
CHICK, ROBERT
FOSTER, JOHN
FRETWELL, MAMIE
GARLAND, MARY
GILLS, ROBERT
GILLS, ALBERT
HALL, NOREEN
HART, MARTHA
HILLSMAN, HARRY

LANCASTER, HARRY
LINDSAY, MARY
MYERS, ELBERT
PAULETTE, IDA
PHILLIPS, RAYMOND
RICHARDSON, MARY RIVES
SMITH, LUCILLE
WATKINS, ASA
WATKINS, NEWTON
WRIGHT, MILDRED
WOOD, LUCILE
YOUNG, PEARL

SECOND GRADE.

BALLHEIM, GILBERT
COBB, MASA
COWAN, MACK

CUNNINGHAM, ELIZABETH
CUNNINGHAM, WALLACE
DAVIS, ELIZABETH

DRUMELLER, KARL
FOSTER, ETHEL
GILLIAM, JANIE
HATCHER, PAUL
LANCASTER, MARY
MORRIS, JOHN
MORSE, CECIL
MORSE, VERNON

PAULETTE, ARCHIE
PRICE, BLAIR
RICE, GORDON
STOKES, JOHN
TATUM, ALMA
VENABLE, REGINALD
WHITLOCK, ALMA

THIRD GRADE.

ANGLEA, WATSON
BARROW, RUTH
BLANTON, IRVING
BULLOCH, LLOYD
BUGG, ROBERT
CHICK, BESSIE
FRETWELL, MATTIE LEIGH
GARLAND, EDNA
GARLAND, ERNEST
GARLAND, JACK
GARWOOD, MARIAN
GRAY, IDA LEE
HART, WILLARD
HILLSMAN, ALMA
HUNDLEY, CAMPBELL

HUNDLEY, MARGARET
LEWIS, ELIZABETH
PAULETTE, MABEL
PUTNEY, WILEY
RICHARDSON, LEONARD
RICHARDSON, VIRGINIA
SLOCUM, JOHN
SMITH, BEVERLEY
STUART, JAMES
STUART, WILLIE
WATKINS, EDWARD
WATKINS, FRANK
WELLS, AGNES
WILLIAMSON, CLEE
WILSON, JUNIUS

FOURTH GRADE.

ALLEN, JAMIE
BALLHEIM, ZULA
BARBER, GENEVA
BARROW, MARY FOOTE
BOYD, CARRIE
BULLOCH, THELMA
COX, KATE
CUNNINGHAM, BOOKER
EDMUNDS, INDIA
FRETWELL, EOLIN
GARNETT, CHARLIE
HARDY, MARY
HARRIS, RILL
HUNT, FLORENCE
JARMAN, JOSEPH
JONES, ROSA

LOVELL, GERTRUDE
MORING, LURLINE
MORRIS, GENE
PHILLIPS, HAZEL
PRICE, THOMAS
PUTNEY, ALICE
RICHARDSON, ROBERT
SIMPSON, ILA
SPENCER, ETHEL
SPENCER, KATHLEEN
VENABLE, PETTIT
WALL, BARRYE
WATKINS, CUNNINGHAM
WATKINS, IRVINE
WEBSTER, LUCY LEE

FIFTH GRADE.

BLANTON, RUTH	HUNDLEY, ELIZABETH
BONDURANT, LOUISE	KEARNEY, JANIE
CHAPPELL, EDWIN	LOVELL, CHARLES
DAVIS, LEONE	MOORE, JOHN
DOYNE, MARIE	OVERTON, ECELE
DRUMELLER, LOUIS	PAULETTE, ERNEST
DUGGER, GRACE	PAULETT, RICHARD
DUVALL, WALLACE	RICE, IRMA
FOSTER, LOVELINE	RICHARDSON, ROBERT
FOSTER, MARTHA	SERPELL, RUTH
HATCHER, GERTRUDE	WHITLOCK, LOTTIE
HILLSMAN, MARY	WILLIAMS, LYDIA

SIXTH GRADE.

ALLEN, ROSA	MOOREFIELD, CLAUDE
BARROW, LURA	MORRIS, MARY
DRUMELLER, LEE	PAULETTE, VIVA
DUVALL, ALTHA	SPENCER, BERNICE
GARNETT, NANNIE	SPENCER, SARAH
HARRIS, EUNICE	STONE, BESSIE
JARMAN, ELIZABETH	TUCKER, ANNIE
JONES, BERTHA	VAUGHAN, LOVELINE
KAYTON, AURELIA	WATKINS, ELOISE
KENNEDY, ROSA	WILLIAMSON, MAMIE
LIGON, NEMMIE	WOOD, MARGUERITE

SEVENTH GRADE.

BLANTON, ARTHUR HOWARD	MOORE, WILLIE EVERETT
BUGG, CHARLIE R.	PUTNEY, EDNA ELIZABETH
BUGG, MARTHA KING	RICHARDSON, ALICE TEMPLE
COBB, HAZEL EARL	RICHARDSON, LELIA CRALLE
DAVIS, SUSIE VENABLE	ROBINSON, MAGGIE JUDSON
DOYNE, MATTIE LOVE	SMITH, AUBREY MAY
GRAHAM, ALICE STURDIVANT	WATKINS, PATSY
LIGON, SARAH WOODFIN	WEST, TAYLOR
MILLIDGE, STANLEY	

EIGHTH GRADE:

BALDWIN, LUCILE ELLIOTT	HURD, NELLIE
BRISTOW, MARIA ADAMS	JOHNSON, NANNIE LEWIS
COX, JOHN CUNNINGHAM	LEWIS, JOSEPH
DRUMELLER, MARTHA ELIZABETH	MINKEL, MILDRED
FORE, BESSIE	MORRIS, PAGE MILLER

FOSTER, MAMIE	MORRIS, PARKE
FOSTER, OLIVE EARLE	PUTNEY, MARY FRANCES
GARNETT, RUTH VERNON	RICHARDSON, KATHERINE VIRGINIA
GILLIAM, GERTRUDE WILSON	RICHARDSON, WALTER JOYNER
HARRIS, OLIVE DILLON	TREVILIAN, FLORENCE
HIGHT, EXIE	TUCKER, LILLIE ESTELLE
HUNDLEY, ROBERT GARLAND	WEST, MARIAN

RECAPITULATION

Total in Normal Department.....	604
Total in Training School Department.....	226
	<hr/>
Total number receiving instruction in this School.....	830

ALUMNÆ

Any one discovering mistakes in the alumnae record will kindly forward the corrections to the President.

1885.

BLANTON, ANNIE (Mrs. Barrett).....Tacoma, Ga.
DUNCAN, LULA.....
PHILLIPS, LULA.....Richmond, Va.

1886

ANDERSON, KATHERINE.....Teaching, Lynchburg, Va.
BLANTON, BESSIE (Mrs. Jones).....Holly Springs, Miss.
BUGG, FANNY (Mrs. Burton Blanton).....Brooklyn, N. Y.
BRIGHTWELL, CARRIE (Mrs. Hopkins).....Bedford City, Va.
CARRUTHERS, JEAN (Mrs. Boatwright).....Lynchburg, Va.
MAPP, MADELINE (Mrs. G. T. Stockley).....Keller, Va.
MCKINNEY, LULA.....Teaching, Agnes Scott Institute, Ga.
PARRISH, CELESTIA.....Prof. of Pedagogy, Normal School, Athens, Ga.

February, 1887.

*CARSON, LELIA (Mrs. Flippen).....
*DAVENPORT, EMMA.....
*QUINN, SALLIE (Mrs. Dillard).....
RANSON, ESTELLE (Mrs. Marchant).....Mathews C. H., Va.
RICHARDSON, EMMA (Mrs. John Geddy).....Toano, Va.
*SMITHSON, FANNY.....
SMITHSON, BEULAH.....Teaching, Nogales, Arizona

June, 1887.

BERKELEY, MARTHA (Mrs. R. Baxter Tuggle).....Farmville, Va.
COLEMAN, ALICE (Mrs. Bethel).....Danville, Va.
CREWS, ANNIE L....Trained Nurse, 822 Hamilton Terrace, Baltimore, Md.
JEFFRIES, WILLIE (Mrs. Painter).....Roanoke, Va.
JOHNSON, JULIA (Mrs. J. D. Eggleston).....Richmond, Va.
WICKER, KATHERINE...Teaching Eng. and Hist., High School, Tampa, Fla.
WHITING, HENRIE AUGUSTINE (Mrs. C. R. McIlwaine).....
2326 Highland Ave.....Knoxville, Tenn.

*Deceased.

February, 1888.

*AGNEW, MARY.....	
BALL, LULA.....	
CAMPBELL, SUSIE (Mrs. Ned Hundley).....	Farmville, Va.
FUQUA, LOUISE (Mrs. W. B. Strother).....	Chester, Va.
HASKINS, HALLIE.....	Teaching, Houston, Texas
*MCLEAN, MATTIE.....	
WINSTON, LIZZIE.....	Teaching, Richmond, Va.

June, 1888.

BERKELEY, FANNIE.....	Teaching, Salem, Va.
DOUGLAS, CARRIE (Mrs. Arnold).....	
DUNCAN, MATTIE.....	Teaching, Roanoke, Va.
FORBES, MARION.....	Lady Principal Woman's College, Richmond, Va.
FERGUSON, KATE (Mrs. Morehead).....	Salem, Va.
GURLEY, ANNIE (Mrs. Chas. Carroll).....	Baltimore, Md.
HUNT, KATE.....	Principal Stonewall Jackson Institute, Abingdon, Va.
HIX, ANNIE (Mrs. Edward Earle).....	Waco, Texas
*HUBBARD, IDA (Mrs. Giles).....	
MOSLEY, BLANCHE (Mrs. Cooke).....	
*MARTIN, ROSA.....	
PHAUP, SUSIE.....	Teaching, West Point, Va.
PIERCE, MARY (Mrs. E. F. Watson).....	Box 133, Richmond, Va.
*THORNHILL, ANNA.....	
WINSTON, JOSIE (Mrs. Woodson).....	Lynchburg, Va.
WATTS, IDA.....	Teaching, Lynchburg, Va.

February, 1889.

BOSWELL, LUCY (Mrs. Montague).....	Mount Laurel, Va.
CHISMAN, ROSA.....	Teaching Art, Paris
COMPTON, MYRA (Mrs. Allnut).....	Dawsonville, Md.
HARDY, SALLIE (Mrs. McElveen).....	Workman, S. C.
HILL, SUSIE (Mrs. Dunn).....	Bartlesville, Indian Territory
PAYNE, OLA.....	Teaching, Charlottesville, Va.

Full Graduates, June, 1889.

HARRIS, MINNIE (Mrs. Atwell).....	Danville, Va.
LITTLETON, FANNIE (Mrs. Linus W. Kline).....	Duluth, Minn.
MAEGHER, MARGARET.....	Teaching, High School, Richmond, Va.
PERKINS, MRS. FANNIE.....	Asheville, N. C.
VAN VORT, BERTHA.....	314 East Grace Street, Richmond, Va.
WALKER, FANNIE (Mrs. J. H. Long).....	White Springs, Fla.

*Deceased.

Professional Graduates.

*HIGGINBOTHAM, LAVALETTE (Mrs. Chapman)

Full Graduates, June, 1890.

CAMPBELL, MINNIE (Mrs. Nathan Eller) Lynchburg, Va.
 CAMPBELL, MARY Teaching, Charles Town, W. Va.
 EDWARDS, CLARA Teaching, South Boston, Va.
 EUBANK, MAMIE (Mrs. Sinclair) Hampton, Va.
 McILWAINE, ANNE (Mrs. Wm. Dunn) Richmond, Va.
 *MEREDITH, MAMIE
 NOBLE, MAUDE (Mrs. Morgan)
 VADEN, SALLIE (Mrs. Geo. Wray) Norfolk, Va.

Professional Graduates.

BINSWANGER, BLANCHE (Mrs. Lewis Rosendorf) Elma, Ala.
 BOTTIGHEIMER, HORTENSE Teaching, Richmond, Va.
 COULLING, ELOISE Teaching, Mount Olive, N. C.
 RICHARDSON, LOUISE (Mrs. Jos. White) ... 414 N. Tenth St., Richmond, Va.
 *RICHARDSON, ELOISE
 SNAPP, MAUD (Mrs. Funkhouser) Winchester, Va.

Full Graduates, June, 1891.

GILLIAM, BLANCHE (Mrs. Putney) Farmville, Va.
 HARDY, MRS. SADIE (Mrs. Lewis Claiborne) Lawrenceville, Va.
 SAUNDERS, NEVA (Mrs. Geo. Prince) Chase City, Va.
 TREVETT, MAUD Glen Allen, Va.
 VAUGHAN, CORINNE (Mrs. Hoffman) Roanoke, Va.
 WOMACK, MARY Teaching, Biology, Normal College, New York City

Professional Graduates.

DUFF, MADGE
 EMERICH, ADDIE (Mrs. Isadore Dreyfus) New York, N. Y.
 IRVINE, LUCY (Mrs. J. Irvine) Clare, Augusta County, Va.
 *MONTAGUE, EMMA
 POWERS, AURELIA (Mrs. Wm. Ahern) ... Thirty-Second St., Richmond, Va.
 RICHARDSON, NELLIE (Mrs. Rogers) Richmond, Va.

*Deceased.

Full Graduates, February, 1892.

BURTON, ANNIE (Mrs. A. A. Cox)	Farmville, Va.
BOSWELL, MAY (Mrs. Chas. Gordon)	Remington, Va.
FARLEY, MAMIE (Mrs. E. H. Witten)	Bramwell, W. Va.
SPAIN, MYRTIS (Mrs. Hall)	Lancaster C. H., Va.
TWELVETREES, LOUISE (Mrs. Hamlett)	Hampden-Sidney, Va.

Professional Graduates.

BERKELEY, MARY PRISCILLA	Teaching, Miller School, Va.
WEST, ELLA (Mrs. C. W. Gray)	Memphis, Tenn.

Full Graduates, June, 1892.

*BLACKMORE, MARY	
*BONDURANT, MYRTLE (Mrs. Corley)	
DAVIDSON, JULIA	Farmville, Va.
EWING, LOVELENE (Mrs. C. C. Wall)	Richmond, Va.
FARLEY, ELIZABETH	Stenographer, 214 Church Street, Roanoke, Va.
FORD, JULIETTE	Gov't Position, 1202 K St. N. W., Washington, D. C.
FOX, LILY	Teaching, Glen Allen, Va.
HARVIE, LELIA JEFFERSON (Mrs. J. S. Barnett)	Tulane University, New Orleans, La.
HUNDLEY, ALICE	Teaching, Danville, Va.
MICHIE, LIZZIE (Mrs. Johnson)	315 Eleventh Street, Lynchburg, Va.
MITCHELL, MAGGIE (Mrs. Bryan)	Richmond, Va.
POWERS, AURELIA (Mrs. Wm. Ahern)	Thirty-Second St., Richmond, Va.
PORTER, BELLE (Mrs. Ellington)	105 S. Fifth St., Richmond, Va.
THOMPSON, ELLEN (Mrs. W. E. Coons)	Culpeper, Va.
THOMPSON, ELVA (Mrs. J. T. Walker)	Teaching, Winder, Ga.
TRENT, ELLA (Mrs. H. B. Taliaferro)	Houston, Texas.
WATKINS, MARGARET	Trained Nurse, S. F. N. S., Farmville, Va.
WOMACK, PRESTON	Stenographer, 215 E. Franklin St., Richmond, Va.

Professional Graduates.

CREW, MARY	
HUDGINS, NELLIE (Mrs. Oscar Hudgins)	14 W. Cary, Richmond, Va.
MEAGHER, MELANIA	2715 E. Grace St., Richmond, Va.
MAYO, LALLA	Teaching, Manchester, Va.
MINOR, JANIE (Mrs. Nash)	Cartersville, Va.
NEAL, FLORENCE (Mrs. Ledbetter)	Birmingham, Ala.
PRITCHETT, SALLIE	Teaching, Miller School, Va.

*Deceased.

TODD, AMMIE (Mrs. Leon Ware) Staunton, Va.
 WILLIS, EVA (Mrs. Robt. Crallé) Farmville, Va.
 WINGFIELD, NORA (Mrs. W. N. Sebrell) Courtland, Va.

Full Graduates, February, 1893.

BLAND, ALMA Shacklefords, Va.
 BOYD, MARY (Mrs. Cabell Flournoy) Gap Mills, W. Va.
 CURTIS, ROBERTA Teaching, Private School, Newport News, Va.
 DAVIDSON, MATTIE Farmville, Va.
 DAVIS, MYRTIS (Mrs. Phillips) Crewe, Va.
 GILLIAM, SALLIE (Mrs. Gilliam) Darlington Heights, Va.
 GRAY, MARY Teaching, Winchester, Va.
 HARGROVES, ALICE Portsmouth, Va.
 *MICHIE, SUSIE
 MORTON, NETTIE (Mrs. Walker Scott) Farmville, Va.
 TABB, JANE M. Secretary to President, S. F. N. S., Farmville, Va.
 TURNER, BESSIE Teaching, Staunton, Va.
 WHITEHEAD, LILLIAN (Mrs. Russell) Richmond, Va.

Full Graduates, June, 1893.

BALDWIN, BLANCHE (Mrs. E. T. Hines) ... 2241 W. Grace, Richmond, Va.
 BIDGOOD, FANNIE (Mrs. R. W. Price) ... 234 Hinton St., Petersburg, Va.
 CRUMP, EMILY Stenographer, 10th and Main Sts., Richmond, Va.
 MAPP, ADA (Mrs. James Hyslup) Grangeville, Accomac County, Va.
 *MORTON, ROSALIE
 MOSBY, MERRIMAC Teaching, Martinsville, Va.
 ROGERS, MITTIE (Mrs. B. W. Jones) Churchville Gap, Va.
 STEGER, HATTIE Teaching, Rockingham County, Va.
 WALTON, LENA (Mrs. Roberts) Charlotte County, Va.
 WATSON, GEORGIA (Mrs. Copeland) Hampton, Va.
 WHITE, MARY (Mrs. Pearson) Bristol, Tenn.
 WICKER, BELLE Teaching, High School, Tampa, Fla.
 WOMACK, ROSE (Mrs. Wm. Henderson) .. Briery, Prince Edward Co., Va.

Professional Graduates.

EGGLESTON, JULIA (Mrs. F. C. Tower) ... 1514 Grove Ave., Richmond, Va.

Full Graduates, February, 1894.

ARMISTEAD, MARTHA (Mrs. C. E. Morton) Crewe, Va.
 CHEWNING, LOU (Mrs. S. F. Sharper) Saluda, Va.

*Deceased.

CUNNINGHAM, PEARLE (Mrs. Boyle)	Rocky Mount, N. C.
HARDY, JANE (Mrs. Long)	Johnson City, Tenn.
HARWOOD, NANNIE (Mrs. Disharoon)	Hampton, Va.
HUNT, FLORINE (Mrs. A. M. Fowler)	511 W. 122d St., N. Y.
SHELL, EFFIE (Mrs. Chappell)	Dinwiddie, Va.

Full Graduates, June, 1894.

BENNETT, LIZZIE	117 31st, Newport News, Va.
BLAND, LOLA	Teaching, Pinetta, Gloucester Co., Va.
BRANCH, MABIN (Mrs. Branch)	White Plains, Va.
CHANDLER, JENNIE (Mrs. Carpenter)	Caroline County, Va.
FITZHUGH, MARY (Mrs. Eggleston)	Portsmouth, Va.
GAYLE, LULA (Mrs. Bland)	Shacklefords, Va.
GREEVER, VIRGINIA	Chilhowie, Va.
HARRIS, ALMA	Teaching, Dinwiddie C. H., Va.
HARRIS, PAULINE (Mrs. A. E. Richardson)	Dinwiddie C. H., Va.
HUDGINS, RUBY (Mrs. Diggs)	Hampton, Va.
OGLESBY, MARY SUE	Draper, Pulaski County, Va.
ROBERTS, MABEL (Mrs. S. D. Tankard)	Franktown, Va.
STAPLES, JANIE (Mrs. Eddie Chappell)	Briery, Va.
TROWER, LENA (Mrs. Ames)	Only, Accomac County, Va.
WESCOTT, GEORGIA (Mrs. Stockley)	Teaching, Accomac County, Va.
*WILKIE, KATHIE	

Professional Graduates.

BUCHANAN, MATTIE	Teaching, Fairwood, Va.
HARRISON, JULIA (Mrs. Pedick)	Portsmouth, Va.
HIGGINS, EMMA (Mrs. L. B. Johnson)	Gilmerton, Va.
LEACHE, JULIA	Teaching, Pulaski, Va.
POLLARD, MAUD (Mrs. R. S. Turman)	Atlanta, Ga.

Full Graduates, February, 1895.

ARMISTEAD, ELLEN (Mrs. Guerrant)	Farmville, Va.
BOYD, CARRIE	Bryant, Nelson County, Va.
DAVIS, EULALIE (Mrs. Woodson)	Richmond, Va.
EGGLESTON, MARTHA	Teaching, Burkeville, Va.
FEREBEE, MARY (Mrs. Old)	Lynnhaven, Va.
GODWIN, MARY	Fincastle, Va.
IVY, MRS. SALLIE B.	Norfolk, Va.
JAYNE, MATTIE	Teaching, 1603 Thirtieth St., N. W. Washington
*KEAN, ELVIRA	

*Deceased.

MARABLE, SUDIE (Mrs. Scales)	Holcombs Rock, Va.
OSBORNE, TEMPE	R. F. D., No. 2, Berryville, Va.
RATCLIFFE, MARY (Mrs. Chenery)	Ashland, Va.
THRIFT, SUSIE	Teaching, Big Stone Gap, Va.
WOLF, BESSIE	Teaching, Glenolden, Penn.

Professional Graduates.

BURTON, KATE (Mrs. Glenn)	Lynchburg, Va.
HOOPER, MARY (Mrs. Bernard McClaugherty)	Bluefield, W. Va.

Full Graduates, June, 1895.

BADGER, HELEN	Stenographer, 1910 N. 22d St., Philadelphia, Pa.
*BRADSHAW, CORNELIA (Mrs. Bassett Watts)	
BONDURANT, GEORGIA	Teaching, Graham, Va.
BRIMMER, ROSE	Teaching, Danville, Va.
CONWAY, DAISY (Mrs. H. L. Price)	Blacksburg, Va.
DAVIDSON, LOTTIE	Farmville, Va.
GALLOWAY, LIZZIE	Teaching, Roanoke, Va.
GRAY, MAUD (Mrs. O'Neil)	Chapel Hill, N. C.
LITTLEPAGE, CARRIE	Teaching, White Post, Va.
O'BRIEN, CLARA	Teaching, Manchester, Va.
RANEY, SUE (Mrs. S. H. Short)	Lawrenceville, Va.
STONE, KATE	Roanoke, Va.
STUBBS, LINWOOD	Woods Cross Roads, Va.
WICKER, NELLIE	Supt. in Hospital, Polk, Penn.
WOOTTEN, AGNES (Mrs. Richard Spencer)	Farmville, Va.

Professional Graduates.

BULLARD, IRENE, M. D.	Birmingham, Ala.
DAVIS, MARY	Madenburg, Va.
FULKS, SUSIE (Mrs. Edwin Williams)	St. Louis, Mo.
FORD, ELLA	New York City.
HARDY, PEARL	Teaching, Nottoway County, Va.
HATHAWAY, VIRGINIA	Teaching, White Stone, Lancaster County, Va.
*HIGGINBOTHAM, NANCY	
NULTON, BESSIE (Mrs. J. B. Noffman)	905 Delaware Ave., Wilmington, Del.
PARLETT, MATTIE	Teaching, 28 York Place, Norfolk, Va.
TRENT, ADELAIDE	Teaching, Moss Point, Miss.
WINFREE, EMMA	Teaching, Richmond, Va.

*Deceased.

Full Graduates, February, 1896.

BROWN, MYRTLE.....	Danville, Va.
CURTIS, BETTIE.....	Teaching, Newport News, Va.
HARDY, ZOU.....	Teaching, Roanoke, Va.
JONES, ETHELYN (Mrs. Wiley Morris) Designer for Modern Priscilla,	
	Boston, Mass.
LEE, NELLIE CAMERON.....	Pittsburg, Penn.
LINDSEY, BESSIE.....	Teaching, Charlotte, N. C.
MORRIS, LOUISE.....	Teaching, Farmville, Va.
PAINTER, MARTHA (Mrs. J. H. Gruver).....	Richmond, Va.
PHILLIPS, JENNIE (Mrs. Henry Elliott).....	Hampton, Va.
THORNTON, MATTIE (Mrs. T. J. Pennybacker).....	South McAlester, I. T.
VAUGHAN, LIZZIE.....	Morven, Va.
VERSER, MERRIE.....	Teaching, Newport News, Va.
WARREN, MARY.....	Metropolitan Museum, New York
WICKER, MAUD.....	Stenographer, Glen Wilton, Va.
WILSON, MATTIE (Mrs. James Womack).....	Farmville, Va.

Professional Graduates.

MILLER, MAGGIE.....	Teaching, 210 Clay Avenue, Norfolk, Va.
WELSH, MABELLE (Mrs. Clifford Rudd).....	Richmond, Va.

Full Graduates, June, 1896.

ASHLEY, DAISY.....	Teaching, 31 Falkland St., Norfolk, Va.
BERKELEY, ROBBIE BLAIR (Mrs. W. C. Burnet).....	New York City.
BLAND, PATTIE.....	426 Greene Avenue, Brooklyn, N. Y.
BLAND, ROSALIE.....	Shacklefords, Va.
CARROLL, MARGUERITE.....	384 Boulevard Avenue, St. Louis, Mo.
CHISMAN, LILA.....	Teaching, Hampton, Va.
DAVIS, AZILE (Mrs. B. B. Ford).....	Macon, Ga.
FLETCHER, KATE.....	Stenographer, Welch, W. Va.
HAISLIP, THERESA.....	Asst. Editor, Staunton, Va.
HOLLAND, MELL.....	Teaching, Chester, Va.
McCRAW, ANNIE (Mrs. J. W. Anderson).....	Dillwyn, Va.
NEALE, RUSSELL.....	Teaching, Poquoson, York County, Va.
PARSONS, BERTIE (Mrs. F. T. Taylor).....	Oak Hall, Va.
SCOTT, ANNIE (Mrs. Robt. Branch).....	Morven, Va.
SMITHSON, ELIZABETH (Mrs. Thomas Morris).....	Martinsville, Va.
TAYLOR, MARY BYRD.....	Teaching, Mannboro, Va.
TAYLOR, MARY HANNAH.....	Teaching, Sandiges, Va.
VAUGHAN, EUGENIA (Mrs. Brannon).....	Pettit, Miss.
VENABLE, RUBY.....	Farmville, Va.
WALTON, LILY (Mrs. W. W. Bondurant).....	Sherman, Texas.

Professional Graduates.

CAMERON, JEAN.....Teaching, Bennettsville, S. C.
 HATCHER, ELIZABETH.....Teaching English and History, Fork Union, Va.
 LINDSEY, ELLEN.....Teaching, Phœbus, Va.
 MCCABE, MARGARET.....Teaching, Washington, D. C.
 MORTON, LOULIE M. (Mrs. G. G. Gooch).....Roanoke, Va.
 SMITH, EVA (Mrs. Ferebee).....Virginia Beach
 *WALTHALL, JULIA.....

Full Graduates, February, 1897.

COPER, IDA (Mrs. R. W. Seim).....1629 W. North Ave., Baltimore, Md.
 DANIEL, MARY B. (Mrs. Randolph Jones) ..Rival, Buckingham County, Va.
 KENNERLY, MARTHA....Teaching Biology, High School, New Haven, Conn.
 PARSONS, MAMIE.....Teaching, Atlantic, Va.
 SPAIN, KATE.....Teaching, Sutherland, Dinwiddie County, Va.
 STONE, VIRGINIA.....Teaching, Bristol, Va.
 WATKINS, ALICE.....Stenographer, Richmond, Va.

Professional Graduates.

KIPP, LANDONIA (Mrs. Alec. Black).....Blacksburg, Va.
 MASSENBURG, MARY (Mrs. Hardy).....Hampton, Va.
 POLLARD, MINNIE (Mrs. Austin).....Hinton Street, Norfolk, Va.
 SHELL, PEACHY (Mrs. R. E. Brown)....1295 W. Cary St., Richmond, Va.
 SLAUGHTER, MARIE (Mrs. Harvie Hall).....Roanoke, Va.
 WELSH, CHARLOTTE.....624 Rorer Avenue, S. W., Roanoke, Va.

Full Graduates, June, 1897.

BALLOU, ANNIE (Mrs. Ballou).....Houston, Va.
 DIVINE, LILLIAN.....Teaching, Jefferson Institute, Falls Church, Va.
 DOUGHTY, GRACE (Mrs. Gladson).....Exmore, Northampton County, Va.
 FERREBEE, ANNIE.....Bookkeeper, 318 Boush Street, Norfolk, Va.
 FLOYD, SALLIE (Mrs. A. T. Bell).....Marionville, Va.
 GILLIAM, LILLIAN.....Teaching, Toga, Buckingham County, Va.
 IRVING, ANNE (Mrs. Evans).....Teaching, Amelia, Va.
 LECATO, EMMA (Mrs. C. D. Eichelberger).....Quinby, Va.
 LESTOURGEON, FLORA.....St. Katherine's School, Bolivar, Tenn.
 MAPP, ZILLAH (Mrs. Arthur Winn).....Boydton, Va.
 POLLARD, PATTIE (Mrs. Morrow).....High Hill, Halifax County, Va.
 *PRICE, LILY.....
 *PRICE, MATTIE.....

*Deceased.

SPENCER, EDNA (Mrs. J. E. Haynsworth).....Haynsworth, Fla.
 SLAUGHTER, MARIE (Mrs. Harvie Hall).....Roanoke, Va.
 WAINWRIGHT, MATTIE (Mrs. Ernest Whitehead).....Farmville, Va.
 WILKIE, MARY C.....Teaching, Lexington, Ky.
 YOUNG, JESSIE.....Teaching High School, Lexington, Va.

Professional Graduates.

BRINSON, MARY ELEY (Mrs. J. E. Elliott).....New York City.
 BULIFANT, BLANCHE.....Teaching, High School, Hampton, Va.
 DYER, LOTTIE (Mrs. Schneider).....Herndon, Va.
 EWELL, JENNIE.....Teaching, Hickory Grove, Chesterfield County, Va.
 HOLDEN, MINNIE (Mrs. Thos. J. Davis).....Summerton, S. C.
 HUMPHRIES, MADGE.....Principal Schools, Lignum, Culpeper County, Va.
 IVY, ELIZABETH.....Supervisor of Drawing, Hampton and Phœbus, Va.
 SMITH, LILY.....Miller School, Va.
 WRAY, CHARLOTTE,.....Teaching, Hampton, Va.

Full Graduates, February, 1898.

BALDWIN, LAURA.....Farmville, Va.
 BLAND, LILY (Mrs. W. F. D. Williams).....Cape Charles, Va.
 BOOTH, ANNIE.....Teaching, Drake's Branch, Va.
 CHISMAN, MARY WHITING (Mrs. Harry Holt).....Hampton, Va.
 COX, MARY WHITE....Asst. Head of the Home, S. F. N. S., Farmville, Va.
 CUTHERELL, RUBY.....Teaching, Rosemont, Norfolk County, Va.
 HARRIS, LAURA (Mrs. W. H. Lippitt).....Teaching, Dinwiddie, Va.
 SPAIN, CORA.....Teaching, Swansboro, Henrico County, Va.
 SPIERS, EUNICE (Mrs. John Robinson).....Drewry's Bluff, Va.
 TURNER, MARTHA (Mrs. W. L. Cooke).....Newport News, Va.
 VADEN, MARY (Mrs. B. L. Blair).....Troy, N. C.
 VENABLE, GENEVIEVE (Mrs. Morton Holladay).....Hampden-Sidney, Va.
 WARREN, ODELE (Mrs. M. L. Bonham).....28th St., Richmond, Va.

Professional Graduates.

MEARS, BELLE (Mrs. Burke).....Teaching, Phœbus, Va.
 OAKLEY, NELLIE.....Teaching, Salem, Va.

Full Graduates, June, 1898.

AMOS, MARTHA.....Teaching, Roanoke, Va.
 BLAND, EMMA.....Teaching, Blackstone, Va.
 BOYD, MARY (Mrs. Samuel Scott).....Vinita, Goochland County, Va.
 BOYD, SUSAN.....Teaching, Charlottesville, Va.

*Deceased.

BRANDIS, FLORENCE (Mrs. Geo. Davidson)	Manchester, Va.
CRALLE, LOULIE (Mrs. James Lancaster)	Farmville, Va.
*COX, LILLIAN	
CUNNINGHAM, ANNIE HAWES	Teaching, Burkeville, Va.
DANIEL, ANNA	Teaching, Miller School, Va.
FOWKLES, MARY	Teaching, Meherrin, Prince Edward County, Va.
HARGRAVE, ELIZABETH (Mrs. E. V. Clements)	Manquin, Va.
JACKSON, MARY	Teaching, Burkeville, Va.
MORRIS, KATHERINE (Mrs. A. S. Anderson)	Gastonia, N. C.
OTLEY, LOUISE (Mrs. Koiner)	Waynesboro, Va.
PIERCE, ELSIE	Principal, Graded Schools, Rixeyville, Va.
ROBERTS, MARY (Mrs. Mark Pritchett)	South Hill, Va.

Professional Graduates.

BIRDSALL, ELIZABETH (Mrs. Moon)	Fredericksburg, Va.
BROADWATER, CORRIE	St. Paul, Va.
DARDEN, LALLA	Teaching, Hampton, Va.
GREEVER, IDA	Teaching, Burk's Garden, Va.
McKINNEY, CHARLOTTE (Mrs. Lee Gash)	Decatur, Ga.
MEASE, MISSIE	Teaching, Sandy Level, Va.
PERCIVAL, PATTIE	Teaching, Ettrick, Dinwiddie County, Va.
POLLARD, BERNICE	Teaching Lambert's Point, Norfolk County, Va.
RILEY, KATHLEEN	Stenographer, Washington, D. C.
THOMPSON, GERTRUDE	Teaching, 200 N. Park Ave., Norfolk, Va.
WHITAKER, ALICE (Mrs. Edw. Bates)	Ivor, Va.

Full Graduates, January, 1899.

CARTER, LILY (Mrs. Vaughan)	Amelia C. H., Va.
MICHIE, SALLIE	Teaching, Covington, Va.
PRESTON, NELLY	Seven Mile Ford, Va.
SCOTT, LELIA	Teaching, Morven, Va.
TALIAFERRO, CARRIE BROWN	Teaching, Chatham Institute, Va.
TALIAFERRO, LUCY (Mrs. Von Weise)	Indian Territory.
VAUGHAN, JULIA (Mrs. Kirk Lunsford)	Roanoke, Va.
WRIGHT, LUCY (Mrs. Robt. James)	Newport News, Va.

Professional Graduates.

FEATHERSTONE, MARTHA	Teaching, Roanoke, Va.
RICHARDSON, ELLEN (Mrs. H. W. Walker)	Oklahoma City
READ, DAISY	Teaching, Pulaski, Va.

*Deceased.

Full Graduates, June, 1899.

ARMSTRONG, ELLEN.....Decatur, Ga.
 CLAIBORNE, SALLIE (Mrs. Kempar Huff).....Waynesboro, Va.
 DRIVER, FRANCES.....Portsmouth, Va.
 FRANKE, FLORENCE.....Teaching, Charlotte C. H., Va.
 GODWIN, ELLA (Mrs. James Ridout).....Roanoke, Va.
 JONES, MATILDA.....Stenographer, 210 W. Main St., Richmond, Va.
 LEIGH, RUBY B. (Mrs. A. W. Orgain).....Dinwiddie, Va.
 LEWIS, DELLA (Mrs. Hundley).....Claremont, Va.
 READ, DAISY.....Teaching, Pulaski, Va.
 SOMERS, LOLA (Mrs. J. R. Brown).....Bloxom, Accomac County, Va.

Professional Graduates.

JORDON, NELLIE (Mrs. R. H. Woolling).....Pulaski, Va.
 LANCASTER, NATALIE...Assistant in Mathematics, S. F. N. S., Farmville, Va.
 LEACH, ANNETTE (Mrs. Andrew Gemmell).....Montezuma, N. C.
 OSBORNE, ALVERDA.....R. F. D., No. 2, Berryville, Va.
 WELSH, ALICE.....Sec. of Prin. of High School, Richmond, Va.

Full Graduates, January, 1900.

CHILTON, JULIA (Mrs. C. H. Dunaway).....Richmond, Va.
 CULPEPPER, ELIZABETH (Mrs. Martin).....Portsmouth, Va.
 GOODE, MARGARET.....Teaching, Hopkinsville, Ky.
 HENING, LILY.....Teaching, Swansboro, Va.
 HOLLAND, KELLOGG.....Teaching, Burkeville, Va.
 JOHNS, MARTHA.....Teaching, Farmville, Va.
 WATKINS, ELIZABETH (Mrs. Harry R. Houston).....Hampton, Va.

Professional Graduates.

BINNS, VIVIAN (Mrs. C. E. Parker)...122 27th Street, Newport News, Va.
 HAWKINS, CELIA (Mrs. E. D. Hatcher).....Bluefield, W. Va.
 HOWARD, IDA.....Assistant in History, S. F. N. S., Farmville, Va.

Full Graduates, June, 1900.

ARMSTRONG, SADIE.....Teaching, Woodville, Va.
 CHILTON, LAURA.....Teaching, Lancaster C. H., Va.
 CLEMENTS, NORMA.....Teaching, 1227 25th Street, Newport News, Va.
 COLEMAN, MARY.....Private Secretary, 66 Clark St., Brooklyn, N. Y.
 COX, MARY VENABLE (Mrs. J. C. Mattoon).....Farmville, Va.
 DAVIS, LOUISE (Mrs. S. R. Hall).....Scranton, Pa.
 JONES, MAUD (Mrs. Wm. Horner).....Rosemary, N. C.

LANCASTER, NATALIE...Assistant in Mathematics, S. F. N. S., Farmville, Va.
 ROYALL, NANNIE.. (Mrs. Armstead Rice) Agnes Sanatorium, Denver, Colo.
 RICE, BESSIE.....Teaching, Mt. Airy, N. C.

Professional Graduates.

CRAFFORD, HELEN.....Teaching, Morrison, Warwick County, Va.
 HALE, MARGARET (Mrs. George M. Noell).....Ronceverte, W. Va.
 HOUP, ELLA.....Teaching, Roanoke, Va.
 HOUSTON, BRUCE (Mrs. W. E. Davis).....Jellico, Tenn.
 MILLER, LIDA.....Teaching, 101 Central Avenue, Norfolk, Va.
 RANDOLPH, ELEANOR.....Greenville, Va.
 RICHARDSON, MARY.....Teaching, Elizabeth College, Charlotte, N. C.
 SIBLEY, MAGGIE (Mrs. H. S. Smith).....Baltimore Md.

Full Graduates, January, 1901.

CARPER, BESSIE....Medical Student, Woman's Medical College, Phila., Pa.
 CRIM, MERCY.....Teaching, High School, Leesburg, Va.
 GOODWIN, JOSEPHINE.....Teaching, Arrington, Nelson County, Va.
 HOOK, LILLIAN.....Teaching, McDowell, W. Va.
 *WATKINS, MARION (Mrs. A. L. Martin).....
 WELLS, BESSIE.....Teaching, Manchester, Va.

Professional Graduates.

CHEATHAM, LILIAN.....Teaching, Chester, Va.
 CHERNAULT, HESSIE.....Teaching, Hampton, Va.
 SHARPE, IDA (Mrs. Walter J. Cox).....Teaching, Crewe, Va.
 WATTERSON, PEARL.....Teaching, Olmstead, W. Va.

Full Graduates, June, 1901.

ATKINSON, ALICE.....Dresden, Germany.
 BARNES, EMMA.....Teaching, Newport News, Va.
 COLEMAN, ALICE.....Supervisor of Music, Norfolk, Va.
 HOGG, SARAH.....Teaching, Newport News, Va.
 HOGWOOD, LOUISE (Mrs. Harry Russell).....Cape Charles, Va.
 JACKSON, JENNIE (Mrs. Edw. Roberts).....Arvon, Va.
 LUCK, JOSEPHINE.....Teaching, Radford, Va.
 MILLER, MARTHA (Mrs. John Williams).....Disputanta, Va.
 PALMER, BESSIE (Mrs. Saunders).....Asheville, N. C.
 WHEALTON, JANIE (Mrs. T. S. Leitner).....Chester, S. C.

*Deceased.

Professional Graduates.

CAMPER, PAULINE.....	Teaching, Salem, Va.
COLEMAN, ETHEL.....	Teaching, Signpine, Va.
COX, JESSIE.....	Teaching, Prentis School, Portsmouth, Va.
ELCAN, GRACE (Mrs. John Garrett).....	R. F. D. No. 1, Farmville, Va.
FINKE, BEULAH.....	Teaching, Roanoke, Va.
HENDERSON, MATTIE.....	Teaching, Vinton, Va.
HOUSER, NANNIE.....	Teaching, Greenville, Va.
LATIMER, NINA.....	Teaching, 800 W. Marshall St., Richmond, Va.
PHILLIPS, MOLLIE.....	Teaching, Hampton, Va.
RENICK, MILDRED.....	Teaching, Roanoke County, Va.
SELDEN, MARY.....	Teaching, Newport News, Va.
STEIGLEDER, EDITH.....	Teaching, East Richmond, Va.
WHITE, FRANCES (Mrs. P. S. Mertins).....	Montgomery, Ala.
WHITE, JEANNETTE.....	Teaching, Salem, Va.
WILLIAMS, JANIE.....	Teaching, Well Water, Buckingham County, Va.

Full Graduates, January, 1902.

FARTHING, MARY.....	Teaching, Charlotte C. H., Va.
MOORE, WILLIE.....	Teaching, Harwell, Mecklenburg County, Va.
MUNDY, NELLIE.....	Teaching, Priddys, Va.
SMITH, FRANCES Y.....	Student Teachers College, N. Y.

Professional Graduates.

DYER, RUTH.....	Teaching, Roanoke, Va.
JONES, MARY CAMPBELL (Mrs. Batt).....	Norfolk, Va.
SPARKS, MARY.....	Teaching, Culpeper, Va.
OWENS, EMMA (Mrs. J. G. Enliss).....	Richmond, Va.
TIGNOR, ZILPAH.....	Teaching, Hampton, Va.
WINSTON, HELEN.....	Teaching, Bristol, Va.

Full Graduates, June, 1902

BRACY, JENNIE.....	Teaching, Pocahontas, Va.
COLE, CORA.....	Teaching, Fredericksburg, Va.
COLE, ETHEL (Mrs. E. H. Auld).....	Millsboro, Ky.
SCAGGS, JULIA (Mrs. Curtis Biscoe).....	Fredericksburg, Va.
WOOD, LUCY.....	Richmond, Va.

Professional Graduates.

BLACKISTON, HELEN...	Assistant in Geography, S. F. N. S., Farmville, Va.
BRYAN, GEORGIA (Mrs. Arthur Hutt)	Norfolk, Va.
CHUMBLEY, LELIA	Teaching, Draper, Va.
CLARK, MARY E.	Teaching, Morven, Amelia County, Va.
DEXTER, ROSE	Teaching, Hampton, Va.
GOODE, CARRIE (Mrs. John Bugg)	Phillis, Va.
HALL, EVA	Teaching, McClung, Va.
HALL, ELIZABETH	Pulaski, Va.
HARRIS, ORA	Teaching, Wise, Va.
HIX, CARRIE	Teaching, Roanoke, Va.
KING, EMMA (Mrs. H. H. Edwards)	Goldvein, Va.
KINZER, ANNA (Mrs. Ernest Shawen)	213 Rose Avenue, Norfolk, Va.
KIZER, CLAUDINE	Teaching, Roanoke, Va.
MARSH, MARTHA	Teaching, Lancaster, Va.
MORRIS, SALLIE	Teaching, Trevillians, Louisa County, Va.
PILSWORTH, NORA	Richmond, Va.
POWERS, MARY FRANCES	Teaching, Laurel, Miss.
ST. CLAIR, KATIE	Teaching, Danville, Va.
VAUGHAN, KATHERINE (Mrs. Southall Farrar)	Jetersville, Va.
WADE, MAMIE	Teaching, Bennettsville, S. C.
WARNER, SUSIE	Teaching, Reidsville, N. C.
WINFIELD, FLORENCE	Teaching, Diston, Dinwiddie County, Va.

Full Graduates, January, 1903.

PHELPS, MAY	Teaching, Monita, Va.
WHITMAN, PEARL	Teaching, Tip Top, Tazewell County, Va.

Professional Graduates.

BASKERVILL, ELIZABETH...	Teaching, Clifton Forge, Alleghany County, Va.
TAYLOR, MINNIE	Teaching, Greenville, N. C.
TURNER, NANNIE	Teaching, Newport News, Va.
WHITE, ELEANOR C.	Teaching, Bristol, Va.

Full Graduates, June, 1903.

BASKERVILL, ELIZABETH...	Teaching, Clifton Forge, Alleghany County, Va.
DOUGHTY, ANNIE	Teaching, Cedar Bluff, Va.
HANKINS, HARRIET PARKER	Supervisor of Drawing, Greenville, N. C.
HARVIE, OTELIA	Studying Music, Richmond, Va.
PAXTON, ANNA	Teaching, 417 Moore St., Bristol, Va.
PECK, MARY	Teaching, Fincastle, Botetourt County, Va.
WATKINS, NEVILLE	Teaching, Barton Heights, Va.

Professional Graduates.

ADAIR, JANIE.....	Bluff City, Va.
ADAMS, GRACE.....	Teaching, Stonega, Va.
ARVIN, ETHEL.....	Teaching, Rice, Va.
BERRYMAN, LOUISE.....	Teaching, Brambleton, Norfolk, Va.
*BRADSHAW, BERNICE.....	
BROOKS, OLIVE.....	Teaching, Crittendon, Nansemond County, Va.
CARTER, LAURA (Mrs. Harry Hundley).....	Norfolk, Va.
CLARK, MARY (Mrs. R. R. Claiborne).....	St. Francesville, La.
CLENDENING, RUTH (Mrs. Gaver).....	Washington, D. C.
COOK, MILDRED.....	Assistant Y. W. C. A. Secretary, Danville, Va.
CRIGLER, ELMER.....	Teaching, Steele's Tavern, Va.
DANIEL, MARY RIVES.....	Charlotte C. H., Va.
EPPS, MARY.....	Teaching, Brambleton, Norfolk, Va.
FORD, JANIE.....	Teaching, Martinsville, Va.
FOSTER, DAISY.....	Teaching, Roanoke, Va.
FRAYSER, MARY (Mrs. J. W. McGehee).....	Reidsville, N. C.
GANNAWAY, SUE.....	Teaching, Delton, Pulaski County, Va.
GOGGIN, MARY (Mrs. Page D. Nelson).....	Lynchburg, Va.
GOGGIN, MARTHA (Mrs. C. W. Woodson).....	Rustburg, Va.
GRAY, ELLA.....	Teaching, Newport News, Va.
GRESHAM, ANNIE (Mrs. L. F. Orrison).....	Mt. Vernon Flats, Washington, D. C.
HOLMES, GRACE.....	Teaching, Tacoma Park, D. C.
JAMES, GEORGIA.....	Teaching, Mathews, Va.
McLAVE, AGNES.....	Teaching, Hastings, Va.
MOORMAN, LIZZIE.....	Teaching, near Lynchburg, Va.
PARRAMORE, LOUISE.....	Teaching, Hampton, Va.
PEEK, NELLIE.....	Teaching, Hampton, Va.
PICKRELL, JUSTINE.....	Teaching, Roanoke, Va.
SINCLAIR, ETTA.....	Teaching, Hampton, Va.
STEPHENS, KATHERINE.....	Teaching, Burk's Garden, Va.
STEPHENSON, DAISY.....	Teaching, Theological Seminary, Alexandria, Va.
WARREN, GRACE.....	Teaching, Roanoke, Va.
WATKINS, HENRIETTA.....	Teaching, Whitewell, Va.
WHITE, NELLIE.....	Teaching, near Salem, Va.
YONGE, MARY.....	Teaching, Stuarts Draft, Augusta County, Va.
YOUNG, EULA (Mrs. Berrisford).....	Teaching, Dryden, Va.

Full Graduates, January, 1904.

EVANS, MILDRED.....	Teaching, South Boston, Va.
GRAY, MARY F.....	Teaching, Quincy, Florida.

*Deceased.

Professional Graduates.

EATON, BERTIE.....	Bristol, Va.
ETHERIDGE, MARIE.....	Teaching, Indian Creek, Norfolk County, Va.
GODWIN, LOUISE.....	Teaching, Birds Nest, Northampton County, Va.
HARRIS, BERTHA (Mrs. Wm. Ford).....	Prospect, Va.
HEARRING, MIRIAM.....	Teaching, Elba, Norfolk County, Va.
HETERICK, EVA.....	Teaching, Farmville, Va.
HOLMAN, MARTHA (Mrs. J. D. Rand).....	Morven, Va.
KING, ELIZABETH.....	Alexandria, Va.
MASON, ANNIE.....	Teaching, Elks, Va.
MCGEORGE, BESSIE.....	Teaching, South Hill, Va.
MCGEORGE, CARRIE.....	Teaching, South Hill, Va.
MCLAUGHLIN, ANNIE.....	Teaching, South Boston, Va.
MERRILL, CHARLOTTE.....	Teaching, Collegeville, Pa.
MILLER, ILIA.....	Teaching, Mendota, Washington County, Va.
MOOMAW, LUCILE.....	Roanoke, Va.
PERKINS, CLAUDIA.....	Teaching, Newport News, Va.
SUTHERLIN, CARRIE.....	Assistant in English, S. F. N. S., Farmville, Va.
TAYLOR, COURTNEY.....	Teaching, Amelia, Va.
TILLAR, BEULAH.....	Seven Pines, Henrico County, Va.
TOPPING, ETHEL.....	Amburg, Middlesex County, Va.

Full Graduates, June, 1904.

BALDWIN, MARY CECIL.....	Teaching, Roanoke, Va.
PERKINS, CLAUDIA.....	Teaching, Newport News, Va.
BURGER, MARY ELLA (Mrs. T. M. Morgan).....	Brookwood, Ala.
SMITHEY, NELLIE CARSON.....	Teaching, Jonesville, Va.
SUTHERLIN, CARRIE.....	Assistant in English, S. F. N. S., Farmville, Va.

Professional Graduates.

BEARD, OLLIE MERTON.....	Teaching, Berkeley, Va.
BRITTINGHAM, AUDREY ESTELLE.....	Teaching, Hampton, Va.
BURGE, NANNIE.....	Teaching, Martinsville, Va.
CAMPBELL, MARY LOUISE (Mrs. J. M. Graham).....	Graham's Forge, Va.
CARTER, BESSIE WHITWORTH.....	Teaching, Prospect, Va.
CHRISMAN, LUCY CARTER.....	Teaching, Dendron, Va.
CLARY, INEZ L.....	Teaching, Manchester, Va.
COBBS, ELIZABETH FLOURNOY.....	Teaching, Dendron, Va.
DEY, JESSIE.....	Teaching, Norfolk, Va.
FINKE, JESSIE VIRGINIA.....	Teaching, Salem, Va.
GILBERT, MARY BLANCHE.....	Teaching, Doe Hill, Va.
GOODE, SARAH MASSIE (Mrs. C. C. Branch).....	Burgaw, N. C.

GRIFFIN, GERTRUDE.....	Portsmouth, Norfolk County, Va.
HAHN, ELIA CLARA.....	Teaching, Newport News, Va.
HARRISON, AMELIA RANDOLPH.....	Teaching, Brunswick County, Va.
HERBERT, MARY ELIZABETH.....	Teaching, Norfolk, Va.
HINER, MARY CLAY.....	Assistant in English, S. F. N. S., Va.
HODNETT, FANNY (Mrs. Thomas Moses).....	Norfolk, Va.
HURT, JEMIMA.....	Teaching, Vinton, Roanoke County, Va.
JOHNSON, BLANCHE.....	Teaching, Roanoke County, Va.
KAY, CORA MAY.....	Teaching, Caroline County, Va.
KING, BESSIE BYRD (Mrs. W. A. Eckles).....	Glen Allen, Va.
LEARY, SADIE VASHTI.....	Teaching, Deep Creek, Norfolk County, Va.
MCCHESNEY, MARY JULIA (Mrs. Jas. Shackleton).....	R. F. D. 2, Meherrin, Va.
MARTIN, CARRIE.....	Teaching, Tazewell, Va.
MILLER, HALLIE J.....	Teaching, Afton, Va.
MOOREHEAD, MELVINA F.....	Teaching, New River Depot, Va.
MURFEE, BETTIE EULA.....	Teaching, Worsham, Va.
PAINTER, ELLEN GILMORE.....	Draper, Va.
POWERS, MARY LITTLEPLAGE.....	Teaching, Atlee, Va.
REYNOLDS, ETHEL.....	Teaching, Park Place, Norfolk, Va.
REYNOLDS, ALDA.....	Teaching, Maysville, Ga.
RODES, MARIANA.....	Lexington, Va.
SAMPSON, ETTA HANCOCK.....	Teaching, Manchester, Va.
SANDERLIN, PEACHY NORFOLK, Princess Anne County, Va., R. F. D. No. 2.	
SAUNDERS, LILIAN A.....	Teaching, Newport News, Va.
SNEAD, LOTTIE.....	Teaching, Louisa, Va.
STARKE, SCOTIA.....	Bumpus, Va.
STEARNS, LUCY JACKSON.....	Teaching, Nelson County, Va.
THOMASSON, MINNIE.....	Teaching, Roanoke County, Va.
VAUGHAN, LOUISE FRANKLIN (Mrs. M. A. French).....	Sunny Side, Va.
WHITMORE, JESSIE EVANS (Mrs. Elliott Booker).....	Farmville, Va.

Full Graduates, January, 1905

CHERNAULT, MAUDE.....	Teaching, Prince Edward County, Va.
CRUTE, JANIE.....	Teaching, Roanoke, Va.
JEFFRIES, MARY.....	Culpeper, Va.

Professional Graduates.

ABBITT, ELEANOR.....	Teaching, Portsmouth, Norfolk County, Va.
ALLEN, AVICE.....	Teaching, King and Queen, Va.
ANDERSON, LUCY.....	Teaching, Farmville, Va.
ATKINSON, MARGERY.....	Teaching, Smithfield, Va.
COCKE, MARIA.....	Bon Air, Va.
DAVIS, SALLY GUY.....	Teaching, Emporia, Va.

GRAVELEY, GEORGIA.....	Teaching, Nansemond County, Va.
IVES, MAUD.....	Land of Promise, Princess Anne County, Va.
JAMES, LIZZIE.....	Teaching, Ben Bois, Tazewell County, Va.
JOHNSON LAURA.....	Teaching, Lincoln, Va.
LA BOYTEAUX, BEE.....	Teaching, Uvilla, W. Va.
MOORE, MAY SUB.....	Teaching, Franklin, Southampton County, Va.
REYNOLDS, STELLA.....	Teaching, Marengo, N. C.
SMITH, ZAIDEE.....	Teaching, Fishersville, Va.
TUCK, URSULA (Mrs. Buckley).....	Richmond, Va.
WARE, ALICE.....	Teaching, Highland Park School, Richmond, Va.

Full Graduates, June, 1905.

ANDERSON, MAUD MARSHALL.....	Teaching, Bristol, Va.
BROOKE, LUCY MORTON.....	Teaching, Culpeper, Va.
CHILTON, SUSIE KATHERINE.....	Lancaster, Va.
DAY, MARY FRENCH.....	Teaching, Ghent, Norfolk, Va.
DICKEY, EDITH LEIGH.....	Teaching, Miller School, Va.
DUVALL, EDITH BRENT.....	Teaching, Worsham, Va.
PAULETT, ALICE EDMUNDS.....	Farmville, Va.
WADE, ELIZABETH HAMILTON.....	Teaching, Greenville, N. C.

Professional Graduates, June, 1905.

CLEMMER, LENNIE MAY.....	Murat, Rockbridge County, Va.
DIEHL, ANNA LOIS.....	Burgess, Dinwiddie County, Va.
EDWARDS, FLORENCE C.....	Arvonnia, Va.
EWELL, MARY ISH.....	Teaching, Earleysville, Va.
FLETCHER, MAMIE EDNA.....	Teaching, Orange County, Va.
GOULDING, ETHEL FITZHUGH, Teaching Rap'h'n'k Academy, Caroline Co., Va.	
HEATH, NELLIE GRAY.....	Teaching, New Castle, Va.
HINMAN, OLIVE MAY.....	Teaching, 113 University Place, N. Y.
HODGES, WILLIE KATE (Mrs. M. T. Booth).....	Nathalie, Va.
HOMES, MARY VIRGINIA.....	Boydton, Mecklenburg County, Va.
HOWARD, MYRA.....	Teaching, Bristol, Va.
HURST, GRACE.....	Kilmarnock, Lancaster County, Va.
LEE, ELLEN MOORE.....	Teaching, Gloucester, Va.
LEMON, BETSEY.....	Callaway, Franklin County, Va.
LEWIS, CARLOTTA.....	Covington, Va.
LUTTRELL, MILDEED ELIZABETH (Mrs. B. L. Payne).....	Diascund, Va.
MANSON, LUCY HAWES (Mrs. Chas. M. Simpson).....	Whaleyville, Va.
*MUSE, SUE.....	
NEWCOMB, MAUD.....	Teaching, McKenney, Dinwiddie County, Va.
PIERCE, FANNY MAY.....	Berkley, Va.

*Deceased.

RICHARDSON, HARRIET ELIZABETH.....	Farmville, Va.
STEPHENS, MARGARET LYNN.....	Cambria, Va.
TINSLEY, ELIZABETH GARLAND (Mrs. J. M. Apperson).....	Culpeper, Va.
*WALTHALL, EPSIE.....	
WATSON, CALVA HAMLET.....	Teaching, Jennings Ordinary, Va.
WHITLEY, MARY EDITH.....	Indika, Isle of Wight County, Va.
WILSON, GRACE MACON.....	Teaching, Nashville, Ga.
WOLFE, FRANCES ROBERDEAU.....	Teaching, Blackstone, Va.
WOODRUFF, HESSIE ST. CLAIR (Mrs. J. Luckin Bugg).....	Farmville, Va.

Full Graduates, January, 1906.

BUGG, HATTIE KING.....	Farmville, Va.
CHILDREY, HELEN AGNEW.....	Teaching, Richmond, Va.
CRAWLEY, FENNELL.....	Teaching, Ashland, Va.
FORD, MARY SHERMAN.....	Teaching, Dumbarton, Va.
FORD, SUSIE EMILY.....	Teaching, Dumbarton, Va.
INGRAM, FLORENCE LINWOOD.....	Teaching, South Boston, Va.
INGRAM, NELL DOUGLAS.....	Teaching, Charlottesville, Va.
SANDEBLIN, CLARA CHARLOTTE.....	Tarboro, N. C.
STEPHENSON, GEORGIANA ELIZABETH.....	Teaching, Covington, Va.

Professional Graduates, January, 1906.

CARNEAL, NELLIE V.....	Teaching, White's Mill, Caroline County, Va.
DUNLAP, HENRIETTA CAMPBELL.....	Teaching, Lexington, Va.
HINER, LUCY CARY.....	Baltimore, Md.
JOLLIFFE, ANNA B. C.....	Boyce, Clarke County, Va.
KING, GERTRUDE CAROLINE.....	Spencer, Henry County, Va.
PRICE, MINNIE ESTELLE.....	Teaching, Bristol, Tenn.
ROGERS, ANNA ROYSTER.....	Teaching, Wily, Buckingham County, Va.
STARLING, BETTIE PRICE.....	Teaching, Barton Heights, Va.
THOMPSON, LILLIAN FREDERICKA.....	Teaching, Pocahontas, Va.
VAUGHAN, IVA PEARL.....	Teaching, Cumnor, Va.

Full Graduates, June, 1906.

ADAMS, LOUISA.....	Teaching, Atlee, Va.
ASHBY, FLORIDA.....	Teaching, Lovingsston, Va.
BAKER, NELLIE.....	Teaching, Pulaski, Va.
BULL, CARRIE.....	Melfa, Va.
COLEMAN, MARY.....	Teaching, Roanoke, Va.
COMPTON, ISA.....	Teaching, Laurel, Miss.
DUNGAN, CARRIE.....	Teaching, Chilhowie, Va.

*Deceased.

FARISH, MARGARET, (Mrs. J. G. Thomas)	Atlee, Va.
JACKSON, LELIA	Teaching, Worsham, Va.
JONES, SALLIE E.	Teaching, Champ, Dinwiddie County, Va.
*LA BOYTEAUX, ZOULA	
MCCRAW, BESSIE	Teaching, News Ferry, Va.
MASON, MAUD	Peabody Conservatory of Music, Baltimore, Md.
MASSEY, JULIA	Teaching, Hampton, Va.
REDD, MARY ELIZABETH	Teaching, Birmingham, Ala.
ROGERS, DOROTHY	Teaching, Staunton, Va.
SANDERLIN, CLARA	R. F. D., No. 2, Norfolk, Va.
SMITH, ADA MAY	Teaching, R. F. D., No. 7, Richmond, Va.
SMITH, DEBERNIERE	Charlotte C. H., Va.
VERSER, ELIZABETH	Teaching, Highland Park School, Richmond, Va.

Kindergarten Graduates, June, 1906.

BRYDON, MARGARET	Atlee, Va.
RICHARDSON, ELIZABETH	Farmville, Va.
SCOTT, RHEA	Teaching, C. E. I., Chatham, Va.

Professional Graduates, June, 1906.

ABBITT, MERLE	Port Norfolk, Va.
BOWERS, GERTRUDE	Teaching, Ashland, Va.
BURTON, GERTRUDE	Lafayette, Ala.
CAMPBELL, STEPTOE C.	Teaching, Lovingsston, Va.
COX, BEVIE	Teaching, Big Stone Gap, Va.
COX, EDNA	Teaching, Big Stone Gap, Va.
COX, SALLIE	Teaching, Roanoke, Va.
DOBIE, BELLE	Teaching, Wakefield, Va.
HENDERSON, MARGARET	Teaching, Crewe, Va.
HOLLAND, ELISE	Teaching, Lackey, Va.
HOWARD, ELIZABETH	Teaching, Pulaski, Va.
JUSTIS, ELIZABETH	Dry Bridge, Va.
KELLY, HATTIE	Teaching, Red Hill, Albemarle County, Va.
KIZER, LIZZIE	Teaching, Barton Heights, Va.
LEWELLING, FRANCES	Newport News, Va.
MCCUE, VIRGIE	Lexington, Va.
MUNDEN, FRANCES	Teaching, Cape Charles, Va.
NUNN, VIRGIE	Teaching, Shawnee, Oklahoma
PRESTON, MARY	Teaching, Hampton, Va.
RICHARDSON, ELIZABETH	Farmville, Va.
THOMAS, MARY	Teaching, Greenville, Tenn.
WALTON, GRACE	Farmville, Va.
WARING, EMMA	Teaching, Crewe, Va.
WILLIAMSON, PAULINE	Teaching, Pulaski Institute, Dublin, Va.

Full Graduates, January, 1907.

CHAPMAN, DAISY CORNELIUS.....	Teaching, Myrtle, Va.
COBB, RUTH BATTEN.....	Ivor, Va.
GILLESPIE, LOIS VIRGINIA.....	Teaching, Cheriton, Va.
GUY, MARY SIDNEY.....	Teaching, Nelson County, Va.
LEONARD, LOIS GERTRUDE.....	Teaching Newport News, Va.
RYLAND, LEONORA TEMPLE.....	Teaching, Charlottesville, Va.
SCHOFIELD, MARY MERCER.....	Teaching, Dumbarton, Va.
STOKES, ELIZABETH KEESEE.....	Farmville, Va.
WIATT, ELEANOR BAYTOP.....	Teaching, Hampton, Va.

Professional Graduates, January, 1907.

BOISSEAU, VIVIAN TEMPERANCE.....	Teaching, Richmond, Va.
CLARK, LUCRETIA.....	Teaching, Jetersville, Va.
DEBAUN, THEODOSIA ELIZABETH..	R. F. D. No. 3, Berkley Sta., Norfolk, Va.
HOUP, MYRTLE FERNE.....	Teaching, Chester, Va.
HUNDLEY, JULIETTE JEFFERSON.....	Teaching, Mt. Airy, N. C.
MORGAN, ANTOINETTE.....	Teaching, Darvills, Va.
PALMER, MARGARET MEREDITH.....	Teaching, Moran's Wharf, Va.
PIERCE, PAGE HENLEY.....	R. F. D., No. 5, Richmond, Va.
REYNOLDS, PAULINE ELIZABETH.....	Teaching, Covington, Va.
SHORTER, FANNY BELLE.....	Teaching, Charlotte C. H., Va.
STUBBLEFIELD, VIRGINIA EMELINE.....	Teaching, Richmond, Va.

Full Graduates, June, 1907.

BAKER, JOSEPHINE INEZ.....	Teaching, R. F. D. No. 1, Louisa, Va.
BAYLEY, CAROLINE BOULWARE.....	Teaching, Lawrenceville, Va.
BROSIUS, BELLE BERYL.....	Teaching, Natural Bridge, Va.
BYERLEY, MOLLIE BLAND.....	Teaching, Green Level, Va.
COLTON, CLARA AVERY.....	Student, R.-M. W. College, Lynchburg, Va.
CRUTE, HATTIE WINIFRED.....	Teaching, Red Hill, Albemarle County, Va.
DAVIDSON, MARGARET GERTRUDE.....	Teaching, Buena Vista, Va.
DUVALL, JANET AMANDA.....	Farmville, Va.
EDWARDS, AMANDA ELIZABETH, Prin.	Highland Park School, Richmond, Va.
FARINHOLT, LOUISE ALLEN.....	Teaching, Phœbus, Va.
GLASGOW, MARY THOMPSON..	Prin. School, Darvills, Dinwiddie County, Va.
JONES, FRANK PRESCOTT.....	Teaching, Pearisburg, Va.
KENT, JULIA IONE.....	Teaching, Hopeside, Va.
KYLE, CAROLINE LLEWELYN.....	Farmville, Va.
LIGON, ETHEL VIRGINIA.....	Teaching, Crump, Amelia County, Va.
MARSHALL, ANNIE MAE.....	Teaching, Newport News, Va.
MASON, CARRIE KNOLL.....	Student Cornell University, Ithaca, N. Y.

MORRIS, BERYL.....	Teaching, Miller School, Va.
NICHOLSON, NAN MORTON.....	Crewe, Va.
REA, MYRTLE RUCKER.....	Teaching, Smithfield, Va.
RICE, LUCY KELLY.....	Teaching, Crewe, Va.
RICHARDSON, ANNE LAVINIA.....	Teaching, Phœbus, Va.
SMITH, CLARA GRESHAM.....	Teaching, Newport News, Va.
TUCKER, MARGARET LEWIS.....	Teaching, High School, Amherst, Va.

Kindergarten Graduates, June, 1907.

DUVALL, EDITH BRENT.....	Teaching, Worsham, Va.
HOLT, MARY SILLS.....	Norfolk, Va.
RICE, LUCY KELLY.....	Teaching, Crewe, Va.

Professional Graduates, June, 1907.

ALLEN, ROBERTA BRUMWELL.....	Teaching, Great Bridge, Va.
BABB, FLORENCE RAY.....	Teaching, Pearisburg, Va.
BRUCE, FLORA ANNE.....	Teaching, Wise, Va.
CASTLE, ALICE LEE.....	Teaching, Bedford City, Va.
DAVIS, ELIZABETH GERTRUDE.....	Teaching, Crewe, Va.
FALLWELL, CLARA.....	Teaching, Bristol, Tenn.
GILLIAM, HATTIE BELLE.....	Teaching, Stuart, Va.
HAMLETT, SUE ELIZABETH.....	Hampden-Sidney, Va.
MORELAND, NELLIE BRAY.....	Teaching, Hampton, Va.
REYNOLDS, ANNIE LAURA.....	Teaching, 117 W. Brambleton Ave., Norfolk, Va.
SEMONES, LOUISE BERNARD.....	Teaching, Danville, Va.
STEGER, MARY VIRGINIA.....	Teaching, Danville, Va.
THOMPSON, FLORA CLENDENIN.....	Teaching, Pocahontas, Va.
THOMPSON, HAZEL MARIE.....	Teaching Bon Air, Va.
VAUGHAN, REBECCA POCAHONTAS.....	Teaching, Calloway, Va.
WRIGHT, SUSAN DICKENSON.....	Teaching, Danville, Va.

Full Graduates, January, 1908.

BERRY, RUBY MARIE.....	Teaching, Poquosón, Va.
BLANKINSHIP, VERNIE VASHTI.....	Teaching, Gate City, Va.
CHRISTIAN, FANNIE L.....	Teaching, Emporia, Va.
JAMISON, ELEANOR.....	Farmville, Va.
JOHNSON, NELLIE FRENCH.....	Teaching, Hickory, Va.
JONES, LILLIAN BERLIN.....	Teaching, Berryville, Va.
JORDAN, HELEN.....	Clifton Forge, Va.
LANCASTER, ANNIE LEITCH.....	Teaching, Glen Allen, Va.
WALTON, EMMA LOCKETT.....	Farmville, Va.
WATKINS, MARTHA LOIS.....	Teaching, Wakefield, Va.

Professional Graduates, January, 1908.

BLANTON, EMMA E.....Farmville, Va.
BLANTON, MARTHA VIRGINIA.....Teaching, Great Bridge, Va.
BRITTON, KATHERINE STOCKDELL....St. Joseph's Academy, New York City.

As shown in the foregoing list, the Normal School at Farmville has sent out 783 graduates. With few exceptions they have all rendered faithful and efficient service as teachers—most of them in the common schools of the State, some in high schools and colleges. Nearly 450 are now engaged in this important work.

About 225 are married—having first taught awhile—and as intelligent *home-makers* these are now fulfilling the high mission upon which the most vital interests of the Commonwealth depend. Besides these seven hundred and more graduates, there are other hundreds who have gone out from the school without graduating, and who are doing good work in the schools and homes of Virginia.

Wherever these young women go, a high value is set upon their services; and, when once a community comes to see something of the work of the Normal Teacher, it thenceforth is hardly satisfied with anything less.

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